THE Debater's MAGAZINE

A Quarterly Journal of Debate and Speech Activities

December, 1946

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WEST POINT PROJECTS A NATIONAL TOURNAMENT

SPECIMEN DEBATE ON REVISING FEDERAL LABOR LEGISLATION

LINFIELD COLLEGE AND ITS TOURNAMENT

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COMMENT ON "EVALUATION OF THE INTERCOLLEGIATE FORENSIC PROGRAM"—Barbara Merrill

VOL. II No. 4

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DECEMBER, 1946

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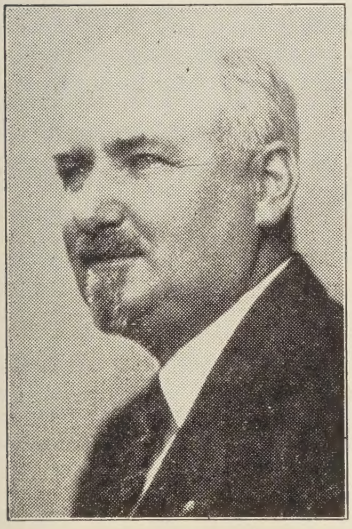
VOL. II No. 4

The Public Forum

By H. D. HOPKINS, *President Defiance College*



PRESIDENT H. DANA HOPKINS
of Defiance College, Ohio

WHAT is a public forum? This matter should be established before we can proceed to probe its methods and accomplishments. Like debate, is it to be designed to stimulate public interest and motivate public action,—or do we approach it as another sport in which the strategy and skill of the speaker is rewarded, regardless of how far he has progressed toward clarifying the truth?

Certainly, the forum is a device well adapted to the college forensic program. But it is so much wider in the need of the day that I propose to approach it in its broader sense.

Its illustrious ancestor was the Town Meeting of pioneer days. Its purpose is to promote the widest understanding of important problems. Its method is to stimulate the audience to a full participation in presenting viewpoints and information, and discussing the material advanced by others. It was and is, a performance belonging not to the selected speaker, but specifically to and with the audience.

In form, it may make use of formal debate, the round table, the symposium, the panel, or a qualified leader, so long as each or any of these devices are employed not for their own sake, but to place information before the audience, which the audience may use as its starting point of participation. And it must be an objectively honest presentation, in which the basic arguments on each side are given, free from partisanship and bias.

In this article, I shall approach the forum as an implement of adult education, employing a single leader, and as an implement more valuable to all society than as merely another avenue of forensic competition. Whoever promotes it is unessential, so long as its aim and objective is not restricted and the procedure is honest.

When John W. Studebaker came to Washington to serve as U. S. Commissioner of Education, he came from an experiment in the use of the forum at Des Moines. This experiment had changed the whole attitude of the city from one which virtually barred by public opinion, advocates of some issues to one which at least permitted, if not always welcoming, diverse opinions in the name of truth. It saw the establishment of genuine tolerance and liberality as a definite civic virtue.

As U. S. Commissioner of Education, Dr. Studebaker

had two ideas he held paramount in educational values. One was the use of the radio and the other was the development on a broad national scale of Adult Civic Education through the forum medium.

In 1935, a national program was in formation, conceived in the U. S. Office of Education but operating under state control, which functioned in 1936 in establishing 10 demonstration centers across the nation—Chattanooga, Colorado Springs, Manchester, N. H., Little Rock, Minneapolis, Portland, Ore., Wichita, Schenectady, Monangahela County, W. Va., and Orange County, Calif. Before the close of the program in 1937, this number of centers had been extended to 19.

In initiating the experiment, Dr. Studebaker said in part:

> "The swift changes in our social and economic life, and the complex nature of modern problems, require educational facilities beyond the programs for children and youth. The agencies of public education now have the responsibility of assisting adult citizens in an organized quest for understanding of public problems."

Harold L. Ickes, then Secretary of the Interior, under which department the Office of Education functioned, endorsed the program as follows:

> " 'Without vision, the people perish'. Without facilities for continuous study and discussion of public affairs, clear vision is not a practical possibility. With such educational opportunities as these forums attempt to provide, American Democracy should be strengthened and safeguarded. For an articulate and informed citizenry is basic to good government and to social well being."

A survey of the adult population of the nation produced startling figures. Of the 75 million adult citizens at that time, 32 million had education of the 8th grade or below; 9 million had finished high school and 2 million had finished college. These last two totals, of high school and college, constituted only 15 per cent of our adult population and the percentage was shrinking. 85 per cent had been educated only through the 3 R's and had never reached the period of deliberate study. While the 15 per cent had little balance between theory and practice and were constantly experiencing problems beyond their experience,—UNLESS there were another method to be found to keep them mentally alert. Better citizenship was the goal and the forum for our adult population was the method. These statistics vary but little from surveys of members of our armed forces in the war just passed and indicate they form a reliable approach to the educational situation today.

The 19 locations were the experiment stations to try out methods and techniques, and to perfect a working system which could reasonably become a part of our educational setup. As July 1st, 1937 came closer—the financial end of the trail for the experimental program, the U. S. Office of Education was active in promoting national legislation to make the forum procedure a permanent part of our educational machinery. Bills were before both Houses of Congress which called for one or more centers in each state, maintained by public funds, which it was hoped might become the nucleus of statewide systems in each state. The cost of the entire program was less than half what it cost to maintain one battleship in peacetime operation. Its objective was the spiritual stimulation of our entire citizenry. It needed only the magic initials "FDR" on the corner of the bills but despite advance belief of this support, that directive was never given. Apparently, political America was not willing to replace propaganda with an instrument to stimulate individual mental alertness or to improve capacity to seek for and find truth and a rational basis of individual judgment.

So the dream to erect, paralleling our secondary schools and colleges, a program to maintain intellectual stimulation for our adult citizens passed, and the forum was again relegated to random usage. But to the citizen who views with dismay, the effort to find knowledge and truth, the distortion of news and publicity, and the general chaos in men's minds seeking answers to the problems of the day, this refusal of legislative aid should not blind us to the values of work already accomplished and the field of potential usefulness of the Public Forum.

The forum consists of three definite parts—the audience, the subject and the speaker.

It is the function of the speaker to present as rounded an offering of the subject as his time will permit. His talk should be definitely timed and not left to chance and inspiration. He must not steal time from his audience. If the entire program is scheduled for one hour, 25 minutes should be the outside limit for the speaker or panel. In this time he should outline the subject and limit his material covered so that he can provide ample explanatory detail that his audience at all levels of appreciation may get definite information.

The talk must not be rambling. It must not be obscure and not clear. His technique is not to pose as a partisan but to lay before the audience both sides of the question with candor and impartiality. Should he be so prejudiced to one side or the other that this is not possible and he cannot or will not meet that situation, then either a panel or a second speaker should be used, still observing the same time limitation. But this joint presentation should not degenerate into a debate. The objective is to lay the factual foundation upon which the audience may participate. This audience participation should not become merely the asking questions of the speaker which enables him to make additional speeches, but to 'carry the ball'—to present ideas, and information, and arguments and discussion of their own —to draw conclusions on materials presented by the speaker or others in the audience.

It does not matter whether the speaker is paid or not —whether he be a professional or a layman on the platform—so long as he is definitely qualified to do his job. I would list these as his essential qualifications:

Adequately informed on the field of discussion.
Dominant personality.
Possessed with a spirit of cooperation and ability to work with an organization. (He should work under the rules of the meeting.)
Ability to reach people at all levels, free from poses or academic attitudes.
Deep sense of impartiality.
Respect for the purposes of civic education and the forum he seeks to serve.
With tact, patience, and natural good humor.

His selection cannot be left to chance. Because he occupies such a demanding position, he should not be selected alone on recommendation. Particularly is this true of professional recommendations, which so often endorse very dull and incapable persons. Even personal endorsements may be made without knowledge of what is required for good forum leadership. He should be known to the director, and if not, then if at all possible, he should be interviewed before commitment is made.

It is not necessary that the leader be a person of prominence, so long as the forum management has established a reputation of providing competent leaders. But your selection must know that he is not there to make a speech but to lay the groundwork and to stimulate others to participate. His real skill may well lie in the part of the forum that belongs to the audience. In this he needs to encourage the timid, curb those who would monopolize all the time, and above all he should be able to redirect to the audience questions that are put to him, rather than pose as the expert, knowing all the answers.

It is obvious from all this that a forum is not just a single meeting. It is a program,—a series of meetings on appropriate subjects. Its length is dictated by ability to maintain interest in the general public.

One of the criticisms of the forum as a movement is that so long as it adheres to the purposes of open discussion in an impartial setting, it is valuable, but that it also offers the opportunity for an intense partisan to gain control of its management and make it an instrument of propaganda through which all our values of a democratic society might be imperilled rather than safeguarded.

The subject used must of course come from the audience, rather than be forced upon them. In the experimental program, the topics were supposedly selected from a list solicited from the patrons of the forum. Often however the topic evolved from the availability of a strong leader and his field. The most successful topics were those dealing with burning national issues and more particularly, local issues, or issues which could be readily applied locally, such as the following:

Good local government.
The settlement of labor disputes.
America's part in world government.
Your municipal government's money's worth.
Taxation and the public debt.
Making county government effective.
Delinquency of youth.
Propaganda at work.

There is divided opinion as to the relative value of the broad philosophical approach and the factual approach. Partially, the one used depends on the capacity and nature of the audience, partially on the same qualities in the leader.

Even with questions of live, local interest, criticism has often been raised that the subject has not been brought definitely to its local application. Often this has been because of lack of knowledge of these factors by the speaker, and often because of fear that here are subjects which could injure the entire course of the forum and which has resulted in the forum management dictating to the leaders that they must tread cautiously. I mention the instance of a visiting speaker on Consumers Cooperatives, coming early in one of the programs, before community tolerance had even a foothold, who raised so strong a protest on the grounds of propaganda, that suspicion of this being the hand behind the scenes never did entirely clear. In fact, one can well wonder what could have been the weight of local political agencies, whose support was necessary for Washington endorsement, in light of many discussions which stepped on political corns when local applications were given.

Obviously any subject should be vital. Its exposition must be bilateral at least, lest the belief develop that here again is merely another instrument of propaganda.

The problem of the audience is one which needs careful attention. If the program be a series of forum meetings, then the success of the whole endeavor may well depend on such sustained support that no hint of its failure, as evidenced by waning attendance, may arise to weaken it. But the audience is not just accidental. It comes at first from a sense of novelty, but it continues, to become a force in the community life, only as curiosity gives way to genuine appreciation and participation.

Behind the scenes is organization, which gathers together the many forces of the community in a generating force which is sold on the motive and its possibilities. There is the general committee, with its temptation to use "names" as window dressing in its formation. There are the early-interested who soon tire and give at best only feeble lip service. But there are also, and in control there must be, those who know the serious needs for Adult Education and who are willing to weather out the adverses and discouragements that are bound to occur before lasting benefits are derived.

Then there is promotion. Its avenues are legion. The

press, radio, library staffs, educational forces, labor and business organizations, and civic and social and religious organizations of all forms are among them. There is the telephone and poster and door-bell and letter. But the test of success lies not in the ability of the forum leadership to exploit these facilities but in being able to ultimately secure from the audience itself real personalized selling, only with which continuance is possible.

The response of a community to such a program is not spontaneous. It will probably well match the war-worn phrase of "getting worse before it gets better". You will know despair as you find that those in the community who should, by just what they are and what they stand for, be always active. You will strive valiantly to obtain and hold the attendance at meetings of teachers and community leaders and the "best people", —and you will not be too successful. You will face the antagonism of those who don't want public enlightenment and the politician who views always the possibility of propaganda or disclosures negative to him—of the worker who will not appear lest his boss is displeased at his support of a questionable venture—and of the boss who will not attend lest he give dignity to a movement which may sometime uncover ugly facts which may involve management.

You will face the problems of tailoring your meetings to serve the privileged, the under privileged or a community cross section—of the place the meetings should be held to obtain the best attendance. If you must use a panel, then there is the endless search to find people who qualify for panel membership who are not afraid of being quoted in press reports of what they may say on a matter of divided opinion. Then there is indifference and lethargy of the solid citizens for whom the weather or a club meeting or a favorite radio program is always a convenient "out".

Throughout the government experiments, it was the high school forums, the under privileged groups and certain racial groups that were the most hungry for information—the most seriously eager to find the way to better citizenship. The most unsuccessful were those located in the "best" neighborhoods. The most satisfactory forum of which I knew was one in which a fine cross section of the whole community made up the audience, and in which all groups took active participation.

And yet this forum was almost wrecked by a speaker who made a critical remark, derogatory to one of the racial groups participating. We have so far to go in tact and understanding and purpose, to the point where freedom of speech and public discussion can again serve us, cutting across all arbitrary and artificial—or natural lines! It is not enough for the leader, director, or speaker to know. The audience must also be taught how to employ again this implement of a free society.

And are the results worthy of all our efforts? Surely, if ever it were true, it is so today that there is need for adult education. It is imperative, if we are to become a nation of rational, reasoning citizens, with balanced powers of judgment. Never were we more seriously needing help to free us from prejudice and passion, from unregulated mob and class action, to fit us more fully to meet our problems of living together.

The forum, honestly used—and widely—is a tool to that end. In the places where it has had adequate usage, it has resulted in wider use of the public press, marked increase in the use of library facilities, increase in the use of the group discussion method in all meetings generally, and a definite upturn in civic consciousness.

These things are possible as its contribution:

Promotion of thoughtfulness among our own people.
A curb to the influence of racial fermentation.
Replacement of propaganda with reason and judgment.
Rekindling faith in basic American institutions.
Reduction of the threat of growing class lines.
Stimulation for further study and investigation.
Correlation of new knowledge with past learning and experience.
Development of a critical attitude which demands validation of claims and assertions.
A growing sense of public responsibility.
Growth of the power to think straight and be vocally active in civic matters.
To be in a much fuller sense, a functioning and responsible citizen.

One swallow does not make a summer, nor can one forum, isolated and alone, hope to achieve much. The plans of Dr. Studebaker have not been in vain because the experimental work has been well started. Technique is known, methods analyzed, and many of the pitfalls charted. At best, his program for enabling legislation these lay the research and guidance of the U. S. Office envisoned only 100 pilot forums—2 to a state. Behind of Education. But its ultimate growth and usage lies in local hands. It was then, and still is,—a challenge to colleges and universities to take it and make of it a vital contribution to intelligent citizenship. It cannot be approached as an avenue of exploitation for star debaters and orators. It is a serious business and not a forensic plaything. The colleges can be the medium of its employment. It must be manned for constantly widened usage, staffed with the most competent directors, and employing leadership that is seasoned and tested and mature—and sincere. It is a laboratory for citizenship that in another day may be too late.

The American Forum of the Air presented on Tuesday, Dec. 10, over the Mutual Network the annual debate on the National High School Subject in cooperation with *The Scholastic Magazine* and the National University Extension Association Committee on Debate materials. The debate was given 45 minutes. Theodore Granik was moderator.

Discussion Debate: Dichotomy or Continuum

Robert D. Clark
University of Oregon

Students of the forensic discipline have said in recent years that discussion and debate are really parts of a larger process, that they are extremes of a continuum. Discussion is the approach of the scholar, the inquirer, of one who is seeking a solution to a problem; debate is the technique of the advocate, the partial supporter, of one who has discovered a solution which he wants others to accept.

Much of the thinking about this "continuum" really has to do with logical complement, not continuity. Discussion is thought of as one activity, an event to be completed by another unit, advocacy. The difference between the two, expressed in terms of method and purpose, is regarded as fundamental. Discussion proceeds from a felt difficulty by the method of "constructive reasoning"; it is a cooperative effort. The purpose is to find the "truth" or the solution to the difficulty. Debate (advocacy) proceeds from a given proposition (proposed solution) by the method of intentional or emotional reasoning; it resorts to appeal, and, when necessary, to dissent and conflict.

Such classification of debate and discussion is dichotomous. It places the two activities in separate categories. A continuum implies, first, that there is a series or aggregation of events, two of which lie at the extremes or "poles" of the continuity, while the others serve as transitional steps between the polar events; and, second, that each of the events possesses the characteristic fundamental to the others. If discussion-debate is to be regarded as a continuum then, not only must the commonly accepted likenesses of subject matter, skills of language and logical relations, and techniques of speaking, be recognized, but there must be no underlying qualitative difference. If the continuum concept be valid, it must be granted that discussion at some points partakes of the intentional reasoning of advocacy, and debate has in it a measure of constructive reasoning. The essential "difference" between the activities must be regarded as one of degree, of emphasis, not of quality.

It is doubtless convenient and of practical value to emphasize, a part of the time, the differences between discussion and debate, and to that I do object. What I do protest against is this: when we think of discussion-debate as a continuum we still want to hold on to the "essential difference," a condition which characterizes a dichotomy. This muddy thinking, this ill-defined concept of the continuum, I believe, introduces fundamental weaknesses into the practical working of both the discussion and debate programs.

I

The assumption that intentional reasoning can be eliminated from the discussion process is not only naive, but harmful—it is the assumption which has led to much of the "pooling of ignorance" and the unrealistic idealism which characterizes too large a part of the discussion activity. The scientist may proceed from a felt difficulty to a careful definition of his problem, and thence to a cautious and scientific testing of hypotheses. But it is a long leap from the laboratory to the undergraduate round table. A half dozen students discussing "What should be done about jurisdictional strikes" may survey the problem with unusual thoroughness, they may make an astute evaluation of the casual factors involved. But what happens when they come to the testing of hypotheses? As they proceed, there is some disagreement among them, but the predominate attitude is that of cooperation. The result is that no hypothesis is thoroughly tested. Nor is the reasoning "constructive." Without benefit of the scientist's controls, the student, despite his effort to be objective and "scientific", brings to bear upon each hypothesis his subjective attitude (his emotional conditioning). His acceptance of, his "belief" in a given hypothesis comes psychologically, when there is agreement between the construction of the particular moment and his total experience.[1] Suspended judgment is painful. He is, therefore, hurried along to a decision both by the tendency to terminate the unpleasant condition of suspense, and by the desire to adhere to the cooperative goal of discussion. So, in the testing process, the moment comes for him to present the alternative solution which his psychological background and his research have led him to believe is the most satisfactory. What is his position in the discussion? He has become for the moment, in some degree, an advocate. But his effectiveness at this point is vitiated by the common attitude regarding his responsibility to the discussion. He must state his case cautiously, he must remain cooperative, he must hold to the "scientific" method. Others in the group, imbued likewise with the spirit of cooperation, science, and "constructive reasoning," investigate his claims with reciprocal caution. Result? Too often there are polite compromises without any real weighing of the issues of the projected solution. Without thorough testing the conclusion will be at the emotional, intentional reasoning level.

(1) W. B. Pillsbury, The Fundamentals of Psychology, New York, 1934, p. 538.

What about the scientist when he is testing a given hypothesis? He collects around it every available bit of confirming evidence, and in that action he is a sort of advocate, at least one who uses many of the tools of the advocate upon himself. Only by stating the case as strongly as possible can he perceive the exceptions and the weaknesses.

What is needed in discussion, more especially in the solution phase (assuming for the moment that the discussion follows the Dewey pattern) is an introduction of some of the techniques of the advocate, particularly the following: the ability to recognize and controvert the misuse or misinterpretation of evidence, the ability to expose the drawing of faulty inferences, and skill in the detecting of "unintentional" but nonetheless certain stacking of evidence.[1]

How are these skills to be cultivated?

1. Frankly recognize that, whatever the safeguards may be, intentional reasoning finds its way into discussion. We must realize that self congratulation over our technique of "constructive thinking" is dangerous.

2. Provide better training in the techniques for controlled testing of hypotheses. This might very well be done by giving the discussion student some training in debate — let him test some of the projected hypotheses by the method of debate (even at the possible expense of making him more rigid in his original prejudice — a chance which must be reduced to a minimum by the overall approach to the activity). The scientist is made cautious not only by the objective controls of his laboratory, but by the constant realization that his carelessness will be exposed by a colleague. Long ago Aristotle championed the principle of arguing both sides of a question, so that the "true state of the case" may not escape us (that is, either the speaker or the auditors). The lesson is, I believe, still valid for discussion.

3. Make a careful brief of the claims. A student may become skilled, through debate, in controverting unsound arguments, but unless safeguards are provided he may abandon or neglect his skills in the discussion situation.[1] The experts have attempted to assure thorough testing by having the student list "advantages and disadvantages." This method is a step in the right direction. But it is not enough. Students should make a careful brief of the claims which the advocates of a particular hypothesis hold. These claims, which should be clearly set forth in the discussion process, can be subjected to analysis for the data and inferences involved. Perhaps, then, attention will be focused upon the actual "issues" of a given hypothesis.

From the point of view of discussion, then, the concept of the continuum is, generally speaking, valid. If discussion partakes of the fundamental quality of debate, both in theory and in the practice, it undoubtedly will achieve a more realistic and a higher level of performance.

II

Debate is often criticized, with justice, because its program is carried on quite apart from the larger process of the discussion-debate continuum. The harmful effects of plunging students into the argumentative-advocacy phase before they have made a reasonably objective survey of the problem have been so frequently advanced that it is unnecessary to repeat them here. Rather, I wish to point out that, because of our superficial thinking about the continuum, we wrongly evaluate the interschool and intercollegiate debate programs. Experts in the field regard "debate" as a polar event on the continuum. By use of the ambiguous middle we substitute "intercollegiate debate program" for "debate" and look upon it as the polar event, when, in fact, it is not efficient training for advocacy.

The advocate is one who has found that which he believes to be the right solution, he has discovered the "truth" (or in the words of the semanticists, he has a proper "evaluation").[1] Having arrived at this solution or evaluation, he pleads with others to accept his point of view. Certainly this is not what happens at a debate tournament. The debater hardly attempts to *persuade* others to *accept* first one side of the proposition and then the other. He merely delineates, with all the skill he possesses, the arguments on each side of the question, with the obvious hope of having made a presentation superior to that of his opponents. He is judged, then, on his skills — skills which are a part of the stock and trade of the advocate — but when is he given an opportunity to take a point of view in which he believes, or to oppose a proposition which he cannot accept? The fundamental qualities of delivery, the late Dean Immel used to say, are enthusiasm, earnestness, conviction. When may the tournament debater bring these attitudes to bear upon the subject matter he is discussing?

The training of the debater, in the tournament situation, encourages him to talk technical language to expert listeners (or listener!). He makes an excellent adaptation to the audience situation when, knowing that the judge is a coach who has spent many months of study on the proposition and has heard many debates, he wastes no time on preliminaries, but "gets down to busi-

(1) Careful students of the discipline emphasize the importance of these techniques for the participant in discussion (see, for example, James H. McBurney and Kenneth **The Principles and Methods of** Discussion, New York, 1939, chs. XI, XII, XIII; Alan Nichols, Discussion and Debate, New York, 1941, Part III; Craig Baird, Discussion: Principles and Types, New York, 1943, Part II). However, their emphasis upon the essential difference between the two forms, tends to render less effective the use of the above techniques in the discussion situation.

(1) An interesting case in point is the second round of a progression-discussion conducted at the University of Denver and reported in the **University Debaters' Annual, 1944-45.** Stage I, on cause and nature of the labor problem, is quite ably handled for undergratuate students. But stage II, which deals with a particular solution, really never gets down to a clear cut treatment of the issues. Several of the speakers were debaters, but they did not utilize skills which they might be expected to possess.

(1) Some persons, of course, may define the advocate in terms of skills only—as skilled in techniques of getting results, as a "propagandist." Speech educators, however, would hardly be expected to take such a point of view.

ness" at once. But let a lawyer, or a preacher, or an instructor from another department come in to judge a mid-season tournament debate and he is apt to be lost in a maze of verbiage. He may rub his forehead in a vain attempt to clear up his bewilderment, but the debater, frequently oblivious even to his presence, continues his barrage of language in an unknown tongue. When does the debater learn the tools of advocacy necessary to the variable audiences which the advocate must confront?

If tournament debate (with teams arguing alternately affirmative and negative sides of a given proposition) is to be recognized as possessing value for both discussion and debate, but as belonging to neither extreme of the continuum (although it is on the advocacy side), then some significant changes must be made.

1. The testing of one hypothesis should not continue, through tournament after tournament, for the entire year. Indeed, with the usual broad wording of the proposition, it may be doubted that any given hypothesis is, in the present program, tested with recurring regularity. Several hypotheses are advanced under the guise of one "proposition" — the strategy of the affirmative, in its attempt to out-maneuver the negative, being to introduce the "surprise case!" Not much is tested under these circumstances, other than the verbal proficiency of the speakers. A notable innovation was introduced this year at the Western Association meet at San Jose: the proposition debated was in the area of labor relations, but was not the one chosen as the "national" question.[1] When the forensic honoraries reach the point where they forbid the use, in preliminary tournaments, of the proposition to be used in the national meet, they will have taken a significant step.

2. Opportunity for advocacy needs to be introduced into the tournament. The "oratory" contest, in its present dramatic reading form, is not the answer. Advocacy sessions on the debate topic might be introduced, on a sort of modified legislature plan. Say a hundred students at a tournament were divided into four sections. Each section might draft four propositions, one to be considered in each of four meetings. At each meeting six speakers would address the assembly on the proposition set aside for that hour—each would support or oppose in accordance with his conviction. If desired, the rounds could be judged as in an extempore contest, with preliminaries, semi-finals, and finals. Such a program might afford some training in those skills of advocacy which

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(1) Professor R. D. Mahaffey of Linfield College, tournament director, was responsible for this innovation. Ed. Note: At the meeting of the Western Association at Hollywood last spring a committee was appointed to phrase and submit three or four propositions to be voted upon by the colleges and universities within the association. The question chosen was to be used in the Western Association Tournament this fall. The choice fell upon a statement of the labor problem. Later the national vote came up with a different statement of the labor question. Thus, coincidentally, a statement preparing the way for another statement was accidentally achieved. Such a fortunate arrangement might be continued annually if a vote granting authority to the National Committee to phrase two statements of the same problem were given. Dr. Clark erroneously gives credit to Professor Mahaffey for planning this arrangement. However, the motion made to get a Western Question this fall was made by Professor E. R. Nichols of Redlands, and the committee on the question was Dr. Nichols, Chr., Herbert Rahe, and Wesley Lewis.

Debating From Aristotle to Atoms

Hale Aarnes
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We cannot, with strict accuracy, encompass the historical significance of the term debating in the caption: "Debating: From Aristotle To Atoms." The essential facts of this matter are tied to threads of time and space which reach back not only to the first days of human expression, but which will continue to be woven into the fabric of the dynamics of living during every day that human life continues on this planet.

Let us examine some of the values of debating in contemporary society. Here we can touch reality by referring to an editorial, "Man, the Unbroken Atom" which Raymond Moley wrote for *Newsweek* of December 24:

> "In the eighteenth century, men like Adam Smith created an "economic man" to bridge the gap between economic realities and human beings. More recently, it was found that Smith's economic man was wholly fictitious. But the modern sociologist's man-in-the-mass, like the politician's common man, is likewise folklore.
>
> And so we stumble along, trying to fit fictitious men into a world of material reality. We can think about land and water and production in usable terms, but when we try to rationalize men, we lose ourselves in swimming generalities.
>
> But we must master human relationships, or our knowledge of the material world will destroy even what little we have created in the name of civilization. The only solution I know for the problem of the atomic bomb is to have nations learn to live without using it against each other.
>
> The institutions upon which our hopes must rest for this reconciliation are educational and religious, for the problem is intellectual and moral. We have laid the material foundations for civilization, but only as humanity acquires self knowledge and self-restraint can that civilization be noble and enduring."

With this evidence on the record, we can consider the exact scope of this particular treatment of the implications of debating. Debate has been used since the

days during which Aristotle was bringing system and order into the techniques of logic and rhetoric; indeed, all of us know that debating, without the rules, must have been used long before Corax recognized the potentialities of plausibility and probability.

But today, as members of a professional organization and as participant-citizens of the United States, we are concerned with debating as it is reflected in present-day education and in contemporary affairs. I use the word contemporary rather than modern, for the term, contemporary, is more fluid and realistic. What was modern in 1930's convention apparel for Speech association members of both sexes would probably be currently rejected, even though this is a year of shortages. When we say contemporary, however, we focus our collective attention directly upon the problems which confront us on this 27th day of December in 1945.

My personal endorsement of debating is allied with two beliefs. One of those beliefs was expressed with singular clarity by Dr. Jay Hudson, who was for many years Professor of Philosophy at the University of Missouri. Dr. Hudson said: "The greatest right of all rights is the right to do right." The second belief grows out of the first. The right to do right is consistently possible only in a democracy. In other words, ultimate freedom of the human conscience is difficult of attainment. If one believes that progress (slow, laborious, tedious progress it is true—but nevertheless discernible progress) toward human betterment is possible, then one is forced to seize upon that form of government which permits the largest freedom for human development. That form of government is democracy — democracy which is in itself in a state of dynamic flux, democracy which is ever moving from the democracy of the Constitutional Convention, moving in the direction of that democracy that lies beyond our limitations of time and space, beyond the Atomic Age, and beyond the rough beginnings of international government. We are groping in that direction of a democracy that is now faintly sensed only in the imaginations and lives of a few people —people in extra-ordinarily happy homes, in academic departments where common zeal for the common task outweighs rank and tenure and selfish ambition, and in industrial plants where human values are being recognized.

Debating is a part of the democratic process. Every sensitive individual among us, however, is aware of the fact that many likewise democratically minded individuals are opposed to debating. Their objections have been listed on the pages of academic and non-academic journals; their voices have been heard wherever educators have gathered. This is not the time to make an elaborate attempt at a categorical refutation of these well-known objections to, and criticisms of, debating. But this is the place to introduce the considered opinion of a man who is concerned with the future of democracy as it is being expressed in industrial relations. I quote Sam A. Lewisohn, industrialist and author of the recent Harper and Brothers publication, "*Human Leadership in Industry*": "Even when people are organized purely for pleasure, as in a club, there is a host of difficulties in keeping the membership satisfied. The underlying cause of unrest, namely, human resistance to discipline, characterizes all dynamic society. Only in a static one, as among the Incas at one period of their history, was there an absence of restlessness."[2]

It seems fair, then, in attempting to focus our attention upon the meaning of debating in contemporary higher education to ask ourselves just what debating can do to help men develop the moral and intellectual qualities which, it appears, they must cultivate in order to insure the survival of civilization during the era of atomic energy.

Nor is this an unimportant problem. It cannot be lightly dismissed with the slur of being an "academic question." If the fascists of the world have taught us nothing else since the 1920's, they surely have made clear the fact that our world is ruled by ideas. The force of the totalitarian movement is crushed, but the entire structure of organized life is still groggy from the effort that went into the crushing.

Aristotle listed four values of rhetoric. Let us accept those four values, as they apply to debating, as the cornerstone around which can be clustered the present-day values of training in debating.

Why are we not contented with the points made by Aristotle? The answer is obvious and in its obviousness often fails to impress itself upon our minds. The world of today is not the world which Aristotle analyzed and about which he wrote in his philosophical works. The increase of educational opportunity, the increase in the media of communication, the contemporary belief in the value of the individual human personality; all of these factors serve to prove that, while human nature does not change greatly, our environment does change—and the atmosphere of Athens during the Golden Age is not that of Columbus, Ohio.

And now to be specific about the place of debating in our contemporary system of higher education:

1. Democratic education holds that men can be improved through education; that in moral standards and in intellectual competence men can make progress in the direction of their ideals.
2. Debating attempts to improve students in their use of the following skills, techniques, and attitudes:
   a. The ability to think logically.
   b. Develops skill in public speaking.
   c. Increases the student's ability to analyze public questions. These questions are important because they are the real, vital problems with which men and women must grapple.
   d. Provides training in the finding, evaluating, and using of evidence.

(1) Newsweek, Vol. XXVI, No. 26, December 24, 1945, p. 108.

(2) Lewisohn, Sam A., "Human Leadership in Industry," Harper and Brothers, New York, 1945, p. 10.

e. Offers the opportunity to learn to await the decision of a judge, or an audience, with the poise which must mark the "successful citizen" of a democracy. Never forget that always we are being judged: the salesman, the preacher, the student, the politician—all are subject to the judgments of their own specific share of public opinion.

f. Develops the student's ability to use the tools of controversy effectively and efficiently; in other words, the student learns "to think under fire."

g. The student, also, develops the ability to do the work which must precede the presentation of the debate. Much of this work is often sheer drudgery and the students who master the will power needed for its accomplishment have attained a measure of self-discipline that is an important educational experience.

3. Debating, in higher education, serves only a limited number of students.

a. Many critics of debating consider this fact a weakness. The cry goes up, why spend so much time and money on a handful of students who already possess superior communicative skills? Besides, these critics hasten to add, the director of debate will give most of his time and energy toward the development of a small group of debaters when his teaching effort could more profitably be directed toward the improvement of one hundred, or more, students.

b. And the criticism is made more pointed when one remembers that some of these critics are associated with academic institutions where five or six truly capable teachers spend their time teaching forty or fifty men to play football.

c. Again the answer is, in all truth, an obvious one. The director of debate probably cannot deal satisfactorily with more than twenty debaters. But that fact is in essence an extension of the foundations upon which democratic society is built.

Why, you ask does one venture this statement?

I. Here is the answer. Democratic education is based on the concept that human progress is possible. Carried further it means, as opposed to the forms of absolutism, that men and women can be trained for positions of leadership. Now consider *this* question, for it is one of the ultimate questions in this matter, which is the more efficient use of a teacher's time: 1. giving general information to a group of average students, or 2. training superior students to master "an attitude toward life" which will give them a start on the road to leadership? Each of you may have a diffferent answer to this question (that answer will tell you a great deal about your own philosophy), but one is certain that many of us realize the desperate urgency with which our nation, yes, and the entire world, awaits clear-thinking citizenship and purposeful statesmanship during these days of reconversion, reconstruction, and international readjustment.

d. Our nation has been all too careless of its finest product—its youth. Nothing that we can do to help the individuals who constitute that group of young people is expensive. War is expensive, anarchial industrial competition is expensive, hatred, bigotry and intolerance are expensive. Educational budgets that pinch away the opportunities for teachers to give instruction in fundamental disciplines that will lead to worthwhile citizenship are also expensive. Speech teachers, too, are often expensive—expensive because in their attitudes toward their opportunity as teachers they have failed to provide the full measure of training which our citizens need to meet the problems of these days.

4. Debating is also valuable in that it provides a defense against propaganda.

a. In the one-party countries, all over the world, the voter is submerged under a bombardment of one-sided argument. Argument often fluent and usually psychologically potent, but always one-sided. It is hopeful and even encouraging to contemplate the reaction the usual fascist spellbinder would receive from a group of Americans who had been trained as college debaters.

5. Debating is desirable, too, because it causes students to become aware of competition. Here one treads on ice which has not been exposed over long to freezing temperatures, for many of our colleagues are opposed to competitive debating. They take their position on premises which have elements of logical validity.

a. But there is a rude fact about life in this century which we should consider in this connection. A woman, a college professor of talent and renown, said in 1937, "Debating is out of date; the world's problems are being settled around conference tables." I admire that woman for the ideals she represented, but I cannot respect her ability to evaluate events in our world. She, and her friends, evidently mistook the Munich affair for the problem-solving phase of a round-table discussion. And today everyone who is willing to reach out to touch the facts of existence knows that forums were not the major factors on Bataan, before Stalingrad, or over Hiroshima.

b. Then, isn't it wise to prepare our leaders to face competition? To face competition, along with the other problems which will appear in a thoughtful, active life.

c. Please believe that this is no defense of unethical debating, but it is better that our future states-

men learn how to cope with unethical opponents in college, rather than in the political arenas, be those arenas local or international. In this matter Aristotle was truly a realist; his thought on this matter could serve as an illuminating guide to many a contemporary educator.

6. Finally, I believe in debating because debate coaching offers a solid opportunity for effective teaching.
   a. Debate coaching is hard work. You will say that and everyone who knows about the job will agree with you. It is not academically rewarding. That, too, is a true statement. It is turned over to graduate students, it is many times relegated to a place of little esteem and almost no importance. Many members of our profession are apologetic about their connection with the coaching of debating; in fact the term coaching has been dropped from the vocabularies of a considerable number of teachers of speech. All these statements are of a tissue of fact and can easily be verified.
   b. However, there is also another, a brighter side of this problem. Some students of higher education are convinced that mass production in education is not necessarily the most efficient way of meeting our educational needs. More and more we come to realize that teaching is an individual process in many fields of learning. When individualized teaching is permitted, there is room for the debate coach, for the student of debating needs—yes he must have—individual attention if he is to most surely be guided toward the realization of his own powers.

On this highway of history—since Aristotle systematized its techniques, until the present day, at the dawn of the atomic age—debating has played an important role in education and in government. Those of you who seriously contemplate the position which the United States must occupy in the coming generations can have little doubt that the nation will need an ever increasing supply of men and women who are well grounded in the fundamentals of debating, who see debating as an integral part of the democratic way of life.

The Wells-O'Neill Controversy

George M. Musgrave

The debater or coach who desires an evening of fascinating reading could do worse than consult the first four volumes of the *Quarterly Journal of Speech,* published at the time of World War I. It seems that Professors O'Neill, Davis, Sarett, and Wells were not in complete agreement on the manner in which debates should be judged, and their verbal slugging match extended over a period of nearly four years. These articles make enjoyable reading, not only because they contribute so much to our understanding of the principles of debate judging today, but also because the participants possessed a subtle sense of humor which crops out again and again in their arguments. The best thing for the reader to do is put down the present article and read the originals for himself. But for those who are not able to obtain these early issues, a few brief quotations are offered below. For the sake of clarity I have not used the conventional three dots to indicate all of the numerous omissions in the text.

It is said that waving a flag, red or otherwise, in front of a bull produces a certain predictable reaction. The *New Republic,* in its issue of April 3, 1915, did just that to the speech profession when it stated,

> NEW REPUBLIC: It is disconcerting to learn that on the same evening when Yale successfully defended the negative of the question against Princeton, she won a judgement for the affirmative against Harvard. Thus was proved the value of collegiate debating, which enables the student to espouse all sides of every question with equal conviction.

The editor of the *Quarterly Journal of Public Speaking* (as it was called then) was James Milton O'Neill, who proved fully capable of meeting the challenge. In the quotations from his reply and from the other articles which followed, all references are to the *Quarterly Journal of Speech* and its predecessors under different names.

> O'NEILL: In (the article in New Republic) we recognize old friends—popular misconceptions in regard to intercollegiate debating. A decision for an affirmative team should not mean that the affirmative *side* is right —that the affirmative team "got nearer to the truth" as it is sometimes put. It should mean that the affirmative team is on the whole composed of *better debaters* than the negative team.
>
> —"A Disconcerted Editor and Others", 1:76, April, 1915

Today's reader is not likely to miss the fact that O'Neill asked for a decision given to the better debaters, rather than to the team doing the better debating in the contest in question. If this sounds odd to modern ears, it struck a discordant note in the ears of some in 1915 too. More is heard about this later in the controversy, after Hugh Neal Wells entered the discussion. The first challenger of O'Neill, however, was not Wells but William Hawley Davis, who entered the fray in July 1915.

> DAVIS: The conception here implied contemplates debating as an art similar to diving. To me its object is to accomplish something, not to be something. What the judges need to determine is who wins the race or

the fight, who gets there first, which combatant has fought the other to a standstill, which side is more likely to convince the audience that its view is the correct one.

* * *

A certain debate was held on the subject, "Resolved, that county elections in the various states should conform to the principles of the short ballot." It was assumed by all that the negative would support the *status quo* in county political organization. They did not. Instead, they favored the complete abolition of county government as we understand it. I submit that the contention of the negative, was in order.

—"Debating as Related to Non-Academic Life", 1:105, July 1915

In reply:

O'NEILL: Professor Davis objects to (awarding the decision to the team made up of better debaters) and advocates decisions by "individuals who can be trusted to assume the attitude of open-minded members of a deliberative body". Personally I am inclined to think "There ain't no such animal."

The object of any particular team is to demonstrate its superiority over its opponent in debating. Does anyone think for a minute that the object of the Harvard debating team in going to Princeton to debate is not to show, if possible, its superiority in this activity, but is actually to convert the Princetonians to the economic truth expressed by the Harvard side of the question? Of course not.

—"Able Non-Debaters", 1:201, July 1915

In another article, Professor Woodward suggested non-decision debates as a means of avoiding the problem. He cited certain bad practices prevalent at the time, whereupon O'Neill replied:

O'NEILL: Are there any evils mentioned by Professor Woodward that would not disappear if we only had teachers of debating giving decisions on the quality of debating done and ignoring everything else?

—"Pudges Again", 1:305, October 1915.

Then Davis fired his parting shot:

DAVIS: Professor O'Neill says, "The object of any particular team is to demonstrate its superiority over its opponent in debating." And Professor O'Neill deplores a system which will allow "Industrious and brilliant affirmatives" even when advocating a "hopeless case" to be defeated by "dull and lazy negatives". The opposite conception of debating, which I find myself compelled humbly but insistently to advocate, is that of training for the wise disposition of important matters wherever men collect.

The college which employs me places its director of physical education on its faculty, but not its different coaches and athletic instructors; if I correspond to the latter, and if I am enjoying a necessary or a gracious exception to the rule, I want to know it and to resign. One thing is certain: that, frankly accepted as a game, debating becomes a monstrous affair. A game is engaged in for fun; practices clearly improper in dealing with serious affairs, actual conditions, become permissible and even important. Technical and elaborate strategy will develop, the King's gambit will have its counterpart in the "alternative plan" or the "withheld alternative plan".

If I have enabled you to follow me thus far, I have made this conception of debating as a game seem untenable. Why untenable? Because we recognize that for some reason or other strategy is repulsive, and devices which contribute to the effectiveness and enjoyment of football and tennis and chess are not quite in keeping with debating.

When debaters are animated by a genuine desire to convert their hearers to the truth as they see it, the term "debater's argument" will become what it ought to be, a commendatory and honorable appellation.

—"Is Debating Primarily a Game?", 2:171-179, April 1916.

Davis retired from the arena at this point, and some remarks about his position would seem in order before going on to the conflict between Wells and O'Neill.

Underlying Davis' writing seems a deep concern for the subject matter of debate. At times one feels that Davis approached the position of a "problem solver" who wanted debate, as its primary purpose, to furnish the solutions to national problems. It will be noted, for instance, that he objected to awarding the decision to the team which demonstrates its superiority over its opponent in debating (first paragraph of quotation from his second article). And it will be noted that he wanted debaters to "convert their hearers to the truth as they see it" (last paragraph of quotation from second article). He particularly objected to the idea that debate is a game which the participants enjoy.

Yet he did not seem entirely consistent. In his first article, he came out with full acceptance and approval of debate strategy, giving as an example the use of a surprise counterplan. Then in his second article he called strategy "repulsive", not mentioning particularly the counterplan (or "alternative plan"). Did he approve of strategy or not?

O'Neill, in rebuttal, pointed out that teaching or coaching debate is a perfectly legitimate occupation even if the object is not to teach debaters to convert their hearers to the "truth".

O'NEILL: Teaching debate as an academic study seems to me to be as honorable, useful, and pleasant a way of earning a living as that of teaching history, German, English, or anything else in the curriculum.

The student should find in the course something that will help him in all his thinking and his attempts to influence the thinking of others, and whether he will use what he gets in contest debates or not is a matter of little importance.

It should also be remembered that the purpose of the teacher of debating, even in regular academic courses, certainly should not be primarily to teach "the truth" about tariff or neutrality, or to advocate "the right" side of the proposition debated. These are more properly the function of the teacher of economics or political science. The purpose of the debating course is to teach students how to find and express that which may be truthfully urged on *either* side of *any* question. Facility in the three R's of debate — research, reasoning, and rhetoric — is the proper object of instruction and practice in debate. Classroom work in debating should certainly be a training for "real life".

Is there anything fundamental in the "game conception" of contest debating that is undesirable? There is

not, in my opinion, except as it is gratuitously read into that conception.

What are the charges? "According to the first of these conceptions debating is a game; the contests in debating exist in and for themselves and are conducted accordingly." Note the jump in logic represented by that innocent semicolon. Why should a game "exist in and for itself" and not exist as valuable training for something very much worth while?

Finally, a sense of humor will help us in all this stress and storm. I suspect that Professor Davis grinned a bit as he typed these broadsides, and I'll admit that editorial dignity relaxed somewhat as they were received and as these thunderbolts were being forged in answer.

But *nota bene*: Professor Davis and the editor are here engaging neither in a game nor in counterfeit presentment. To us it is given to chorus "This is the (real) life".

—Game or Counterfeit Presentment", 2:193-197, April 1916.

A new entry, Lew R. Sarett, offered his comments in one article:

SARETT: The problem of securing competent judges of debate is always with us. Who of us has not suffered, or imagined that he suffered, from the decision of incompetent, inexpert judges? We have all paid toll to the "prominent man" judge who lacks a definite standard. We have all suffered from the judge who, in other respects competent and level-headed, unfortunately does not understand the game of debate, or who does not possess a sense of values. Accordingly, may it not be well to discuss the merits and demerits of a comparatively new method, one expert judge? The system rests upon the idea that a single expert judge who has reached a high degree of efficiency through much experience as a debater and judge, can give a more fair and helpful decision than can a board of from three to five judges, in part, or in whole, incompetent and inexpert. To secure the highest type of judge it is customary to pay a fee, and to require in addition to his formal decision, a detailed analysis of the debate with a statement of the basis of his conclusion.

To improve the quality of future debates by a statement of a few of the elements of effective debating which constitute, or ought to constitute in one form or another, the approximate standard of a judge, I request that the following brief analysis of the debate be read:

[1. Organization of material
2. Proof of contentions
3. Establishment of the most crucial issues
4. Destruction of opponent's crucial issues
5. Adaptation of arguments to those of opponents
6. Analysis of question
7. Analysis of debate as it progresses
8. Team work
9. Delivery
10. Rebuttal
11. Strategy]

It is obvious, of course, that my statements of the elements of effective debating is merely a rough approximation. It is equally clear that certain of its parts overlap; that they are not mutually exclusive. Moreover, I do not contend that all eleven elements enumerated should be given equal value.

—"The Expert Judge of Debate", 3:135-139, April 1917.

Sarett's method, of course, did not answer the question, "Which team succeeded in doing what the topic demands?" Therefore it could not determine which team did the better debating if that question be used as the criterion. And to many persons today, the last paragraph of the above quotation is particularly damning. Yet since Sarett's method was so much better than the usual 1917 procedure (having a board of three prominent men shut their eyes and guess the winner) that it met with ready acceptance. The only objection came from Judge Hugh Neal Wells of the University of Southern California Law School, who wanted the question answered, "Which team did what the proposition requires?" Since both Sarett and O'Neill were recommending the score-sheet method of judging, it made little difference which he challenged. He chose O'Neill.

WELLS: If earnest teachers of argumentation and debate were convinced that debating contests were primarily a game, the subject of this article would be of small interest. I am unable to agree wholly with either [Davis or O'Neill]. Conceding Professor Davis' every contention, it would seem to be ineluctable that judges of experience are more eminently qualified to determine which team has presented the better case or argument.

Most instructors and coaches of debate endeavor to prevent percentage calculations in arriving at decisions, as it is conceded that such calculations lead to palpably absurd results. No one credits a preacher with 80 per cent for argument, 10 per cent for diction, and 10 per cent for presentation. But how may debate be judged upon the elements of "research, reasoning, and speaking" unless the judge adopts some percentage method, in fact or in effect?

Clear and accurate expression, knowledge of debate procedure, industry in research, and good speaking *do* determine decisions *because they aid in driving the thought home*. But, having performed their function, it is difficult to comprehend why these elements should receive further consideration. To do so is really to accredit them twice. Debate, unless it is to be deemed a modified form of oratorical contest, must be judged upon the merits of the argument presented, solely.

* * *

Debate judges are solely concerned in the merits of the case made. The time limit will not permit the debater to answer the arguments which occur to the judges, most of which have been discarded by a well-prepared team as irrelevant or immaterial, or at least as comparatively inconsequential. In a really worthwhile debate, something must be discarded; it is impossible to treat the subject exhaustively. It is for this reason that the opinions of the debate judges must be eliminated.

—"Judging Debates", 3:336-345, October 1917.

The second and third paragraphs of the above quotation should be noted carefully, for they had a marked influence on subsequent thinking. But O'Neill was not ready to quit. He too had an idea that was destined to be indelibly impressed on our thinking — the idea that the decision must go to the team doing the better debating.

The balance of the controversy illustrated these two

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Comment Continued on Evaluation of the Intercollegiate Forensic Program

AN ARTICLE IN THE SEPTEMBER ISSUE BY EDWARD S. BETZ, COLLEGE OF PACIFIC

COMMENT BY A STUDENT

BARBARA MERRILL, *University of Redlands*

COLLEGE students love to gripe. Occasionally they do something about the conditions aggravating them—but only occasionally. The student evaluation discussions at the spring meeting of the Province of the Pacific was one of these rare instances. These meetings were for the specific purpose of acquiring and developing suggestions for the improvement of debate, oratory, extemp, and impromptu contests. The results were published in the *Forensic* of May 1946 and entitled "Evaluation of the Intercollegiate Forensic Program".

The students guided and participated in these discussions completely on their own and with no faculty pressure. This makes their suggestions especially interesting and valuable for tournament directors who generally have a different view from those who are participants.

What is wrong (and right) with intercollegiate debate? This was the first problem attacked by the panel members. They decided that inadequate judging is one of the major faults of intercollegiate tournament debating. They thought also that too many months are spent on the consideration of a single subject and that there seems to be a growing tendency toward over-use of statistics and argument from authority to the detriment of the use of logical materials. Lastly they felt that debate makes possible the development of a "shyster" attitude on the part of some speakers and that many debaters do not really "debate", but simply repeat superficialities with assurance.

To a certain degree all of these things are true of tournament debating as it is today and most of them will never be eliminated wholly or could be. There will always be personalities that develop a "shyster" attitude in debating as they would in any other similar situation of a competitive nature. Whether or not debaters fall into the habit of not debating but merely repeating superficialities is not the fault of the tournament system but of their individual coaches and the judges who through ignorance or misunderstanding encourage it by awarding the decision to a team employing this device.

There does seem to be a basis for the criticism that there is too much use of statistics and argument from authority and neglect in consequence of logical material. This is of course most evident at the beginning of a debating season when the question is still new and unfamiliar to the debaters. That is the reason that I believe that too much time is not being devoted to the consideration of a single subject. However, the debaters should work in class on different questions occasionally. If a debate question is well chosen it is still as interesting at the end of the year as at the beginning. Often at the end of a season debaters are using entirely different issues than at the beginning because they have had time to delve completely into the subject and improve their thinking. This is not the result when the proposition is changed frequently.

Judging is always one of the major problems of a tournament. There are never enough qualified judges. Therefore the students were justified in saying that inadequate judging is one of the greatest faults of intercollegiate tournaments. If judging alone could be improved, tournaments would be betteredi mmeasurably from an educational viewpoint. The mistakes made by inexperienced judges can be and are extremely discouraging to contestants.

To improve intercollegiate debating the students proposed a nationwide adoption of a uniform ballot containing adequate instructions for the use of the judges and a sufficient number of points upon which to evaluate the speakers. This is an excellent suggestion for most judges have only a hazy idea of how a debate should be judged and even competent judges disagree on standards. If there could be an agreement upon principles of evaluation, better debating would be encouraged and "shyster" debaters and superficiality repeaters would be discouraged through the failure of their methods.

From debating the students turned to criticism of intercollegiate oratory. In their opinion the oratorical contest is valuable in that it gives the student an opportunity for sincere expression of his personal feeling and ideas. Their judgement of orations was that most of them have lack of balance between logical and emotional appeals. The artificial mechanical delivery of them is due to the result of havisg to present them in empty rooms. Regarding the contest methods used the students felt that the judges seem to have no adequate concept of what an oration is and as a result there is too much variation in the standards of judging. In addition the ballots used by the judges do not provide for a practical evaluation of each speaker.

These all seem to be valid and justifiable criticisms. Most college orations tend to run to the extremes of logic or emotional appeal. The students are more interested and concerned with the presentation of an ex-

tremely "different" oration that may attract the judge rather than the construction and presentation of a balanced, well written appeal.

The lack of an audience is probably most keenly felt in the oratorical division although in extemp and impromptu contests it is also a distinct handicap to the speakers. Because an oration contains an appeal it is particularly frustrating to speak to only one or two persons.

Here too, the judging is criticized bec ause judges differ in their criteria for evaluating orations. Ballots with instructions and standards for evaluation would be welcomed by judges and contestants both. A space for individual criticism available to the contestant would be greatly appreciated and most helpful. The use of more than one judge was proposed by the students and should be put into effect in all contests whenever possible to secure fair decisions.

Audiences could be made possible by public invitation and advertising as well as through the use of college classes in speech and related fields, the students thought. These are excellent suggestions for obtaining audiences that would be very valuable for contestants by giving them actual audience situations and give the people constituting the audiences a greater appreciation and understanding of college speech work.

The students expressed the thought that extemp speaking is the best contest in the intercollegiate tournament system because even with its shortcomings, it comes the closest to presenting a life situation and developing better speech habits. Their criticism of this contest lay in the fact that there are no clear objectives in the contest and topics drawn each round are too narrow and demand considerable factual information rather than individual analysis.

Judging also received criticism. The panel members felt that it was inadequate due to the lack of standards and the failure of judges to give individual criticism. They thought that this could be improved through clear statement of the objectives of the contest and standards of judging to be given to the judges. Individual criticism blanks should be used and the results sent to the speakers after the tournament.

Since the objectives of extemp should be to test the speaker's ingenuity, ideas and ability in clear presentation, the subjects should not be in a specific field that requires special knowledge. The contest should be one that tests a speaker's ability in a real life situation and therefore no general subject should be announced. The topics should be of a general nature drawn from current events and stated broadly enough to give the speaker opportunity for ingenuity in presentation.

The last contest discussed by the students was impromptu speaking. They thought impromptu speaking contests important because in later life this type of speaking is very common. It trains the speaker in organizing his thoughts quickly while on his feet.

Criticism of this contest was that it tends to promote glibness in speech and the speaker has little opportunity to improve through criticism as no one seems to know what constitutes good impromptu speaking. Here too, judging is bad. The students thought it worst in this contest because the opinion seems to be that anyone can judge impromptu contests.

They proposed as improvements that judges should be well trained in speech if they are chosen for this contest. Ballots with clear standards for critical evaluation of speakers should be given to judges and the results be made known to the speakers. Impromptu topics should be drawn from general fields and each speaker should have a different topic.

With the latter part of this last suggestion I disagree although I know that cheating does occur in this contest through speakers telling their friends the topic. However, when there is a variety of subjects there are always some that are easier than others, which hardly seems fair in a contest as difficult as this. Then too, when all contestants have the same topic it is easier to judge organization and originality upon a comparative basis.

There seem to be a few general conclusions that can be made as a result of these student suggestions. First, judging seems to be the greatest problem and clearly there is a need for better judges and more of them. Second, judges need more instruction on evaluation standards. Third, better ballots should be devised with a place for individual criticism to be made available to the contestants.

It is certainly encouraging to all interested in intercollegiate tournaments to read an article such as the one I have based these remarks upon. It proves that students are interested enough to offer constructive criticism and suggestions for improved tournaments and we may hope that some of these suggestions may be put into effect in the future. If so, we can rest assured that tournaments will go even further toward giving students valuable speaking experience.

WHILE OTHERS GROUCH

If you want a look in on a college that has been doing business in forensics in spite of the war handicaps, take a look at Louisiana's Southwestern Institute, where R. D. Murphy presides. The chapter held a banquet last spring with 85 debaters present, and 22 new members were initiated. Fannie DeJean won the Louisiana Women's oratorical for them, being the fifth winner in the last seven years. The women's debate team, Judith Mouton and Marvelle McMillan went through the season without the loss of a tournament. Both are to teach this year in Louisiana high schools, the former at Sulphur and the latter at Lake Charles. Three or four other speech graduates have won scholarships and several are already teaching in Louisiana and other states. And this isn't even a beginning on what they have done at Southwestern Institute in forensics lately.

International Debating Resumes

BATES COLLEGE, now that the war is over, has resumed its international debate relations and on the morning of October 7 (at 1:10 to be exact) gave its two debaters a rousing send-off. The debaters, Edward Dunn and Norman Temple are to meet several Scotch and English universities on their trip. They embarked on the Scythia at Halifax bound for Liverpool shortly after leaving Lewiston and the torchlight parade of their fellow students.

ALL ABOARD FOR INTERNATIONAL DEBATE
Edward Dunn and Norman Temple, Bates College

They will spend six or eight weeks abroad debating the British colleges and will return home about the end of November. Among the colleges they will meet are: the Universities of Edinburgh, Glasgow, Aberdeen, St. Andrews, the University College of Dundee, and University of London, University College at Nottingham, Leed's University, Birmingham and Manchester, and the universities at Cambridge and Oxford. They will discuss five different propositions: That Great Britain and the United States should form an alliance; That the Government should provide full employment; That the Government should provide a system of complete medical care available to all citizens at public expense; That Advertising is a curse on our civilization; and, that Patriotism is the last refuge of a scoundrel.

The last two propositions sound typically British; the first three we recognize as home products.

News has reached us since they arrived in Britain in the form of a letter to their coach, Professor Brooks Quimby of Bates College, whish he has kindly sent us that we all may enjoy a word from the debaters and see the trip through their experiences. We have two pictures of the boys en route and a picture of an institution of learning on the other side.

October 14, 1946
On Board Cunard Liner Scythia

Dear Prof:

We are due to dock at Liverpool Wednesday morning so if you get this, you will know that we made the trip O.K. in spite of crowded accomodations on on board ship. Never mind. We'll be back on the Queen Elizabeth on November 29th. Tell the gang "Thanks" for the wonderful send-off. It certainly was a surprise to us to find 300 students down at the train to give us a cheer at one o'clock in the morning. And the Council were swell to give us the midnight party. We seem to be the only Americans aboard and word of our trip has spread so that we have had lots of bull sessions. A traveling salesman by the name of Johnson tells us we may expect lots of heckling in our debates over here. The Captain invited us in for a chat. We are not sure just how much tipping we shall need to do, but so far the Debating Council Funds are being closely guarded. Norm won $20.00 in a game like Bingo but it did not go into the communal fund! Will write you from Glasgow.

ED AND NORM.

October 17, 1946
Glasgow

Dear Professor:

We got thru the Customs at Liverpool Wednesday morning O.K. tho it cost us two pounds ten for duty on the gifts we brought for the girl who is arranging our itinerary. Glen Lowther, President of the Glasgow University Union met us. He had his secretary and vice-president with him. They said they knew we were Americans by our broad-brimmed felt hats. They know nothing about the legend of Scottish thrift for they paid our train porter, had our luggage sent up in a taxi and took us in a car. We did meet one of the men who debated Bates for the Scottish Universities in 1930 on the question: Is Thrift a Virtue?

We have been around the city, got a roll of film developed for Monday delivery because of the purpose of our trip—a special concession. We have visits to make, a parliamentary debate to attend, a tea and reception, a luncheon speaking engagement, a Rugby game, Church Sunday, debate and dinner in our honor Monday and leave for Aberdeen early Tuesday morning.

Our debate on Monday starts at 1:15 p. m. with the first affirmative and first negative speeches (we are the neg) and a ten minute second speech for the affirmative. That puts the motion before the House and the process ends at 2:30. Then everyone leaves to prepare questions on the topic, etc. Then after tea and the dinner banquet in our honor at 7 p. m. the debate is resumed with the seconders giving their main speeches. Then the debate is open to the House and they say it sometimes goes on till midnight!

Tired—Regards,
Ed and Norm.

Oct. 23rd, Aberdeen

Dear Prof.:

Two down and ten to go! We completed what we are bold enough to say was a very successful stay in Glasgow by taking over the two best Glasgow had to offer Monday night and repeating the trick here last night. Exactly as you told us would happen, we have been up against most excellent speakers but they do not present a real organized case and do not show the preparation nor have the facts at hand. That driving preparation you put us through may have gone hard at the time but it paid off last night.

Oh, we know you are skeptical of such brags, but even the leader of the Aberdeen team openly admitted defeat in his closing speech and said he had never seen opponents who were so widely familiar with all phases of the subject and with so many facts so readily at hand. And at Glasgow several comments from the floor started like this, "In my opinion the gentlemen from Bates University (sic) have walked away with this debate mainly because Mr.—— or Mr.——could not adequately show————,etc." The person commenting would then go on to give his own idea on that matter or ask one side or the other for more information, or for information on a point not covered in the debate. At Aberdeen we found the audience, judging from the comments, was decidedly socialist but even so their comments started in about the same way.

Dunn and Temple Aboard the Scythia

But we did get the heckling, too. When I spoke at the parliamentary debate at Glasgow as a guest I mentioned our trip with Mr. Johnson, a Scot, on the boat, and someone shouted, "What, that Dr. Johnson?" I replied that it was not and, although I was talking about him, I was not Mr. Boswell. They liked that. Ed made a hit with the Glasgow Herald, a Conservative paper, with his Bureau of Orderly Sidewalk Procedure as the ultimate in government controls. In our speeches we have talked about Education in U. S., labor troubles, etc. They have asked us many serious questions. "Justify the handling of the negro problem in the South with what we hear over here of America as a great Democracy?" "Why does America have so much graft and corruption in politics?" I asked the latter questioner to give me an example and he came back with the Ickes-Pauley dispute.

The hospitality has been wonderful . . . The chairman last night was Alexander Scott, leading Scottish poet, who, like Burns, writes in "Scots", edits a magazine, writes poetry and studies here at Aberdeen. At Glasgow one of the speakers was the son of Dr. Mavor, famed Scottish author (alias James Birdie) who has just returned from Hollywood and the arranging for a movie version of one of his books. St. Andrews is our next stop. We hear we debate on Patriotism. Then we go to Dundee, the medical branch of St. Andrews and on the 29th we go to Edinburgh. Both of us are tired but feeling quite happy about the whole thing. We never expected so much consideration and such happy results! How are our football games coming? What happened to the Red Sox? Regards to the gang.

Norm.

THE BATES BOYS REPORT ON THE TRIP

It seemed quite fitting that Bates College, the originator of International debating, should be the first one to get the ball rolling again with this new, up-to-date emphasis on world unity and cooperation in the post-war world.

The British, too, seemed very receptive to this type of a mission. We were "killed by kindness" at every one of our dozen stops in Scotland and England. There were little or no evidences of the famed British reserve. If they erred at all, it was rather on the side of keeping us too busy and too well entertained. In Glasgow, however, we did manage to slip away from our kind hosts long enough to get pictures taken in full Scottish regimental uniform, kilts and all! For our last formal debate at Nottingham we were the victims of a particularly insidious type of warfare—the gastronomic brand. Our late arrival made it necessary to tackle two full course dinners within 90 minutes of one another, which left us gasping at the debate a few minutes after the second dinner.

GLASGOW UNIVERSITY, SCENE OF ONE OF THE BATES DEBATES

British debating on the whole seems to be in a period of transition much like American debating. Some students are returning after five and six years in the armed forces and the debating societies are slowly reviving their old customs and traditions. Strict rules of procedure tended to be violated quite frequently (as, for example, the widespread custom of never directly addressing the audience, but rather speaking to the audience through the chair with such remarks as, "Mr. Speaker, Sir, I maintain, etc.). Little things of this nature showed that most of the debating organizations were on a very limited scale during the war.

British rules of procedure give the audience a much greater part to play in the debate than is the usual American custom. After the four main speeches are delivered, the topic under discussion is thrown open to the "House" and members may speak either for or against the motion. Many come well prepared on the topic and in fact, in some cases, the best evidence and arguments against us came from the floor rather than from the other team. After the House has thoroughly discussed the motion, the two principal speakers on either side sum up, with the one opposing the motion speaking first, just as in our rebuttal technique. Voting then takes place by a division of the House. This is often accomplished by the audience passing out of the hall, either under one door marked "Ayes" or the other, labeled "Noes". Appointed tellers count heads and bring their tallies to the chairman who announces the decision, which the audience returns to hear. Voting is most frequently along lines of sincere conviction or belief on a particular motion, with the skill of the speakers having only a small role to play in the final vote. Consequently, British debaters don't take part in debate tourneys nor do they use our system of impartial judges.

Our orchids for the best debater we met (as judged by American standards) go to Jimmy Hume, of Edinburgh, who delivered an excellent affirmative rebuttal on the topic, "Resolved, that an Anglo-American Alliance Should Be Formed." His witty incisive style against

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SPECIMEN DEBATE DIVISION

The United States Should Revise It's Labor Laws to Control Strikes

FIRST AFFIRMATIVE

FRIENDS: We are here to discuss the issues involved in the resolution adopted by the Western Association for its annual fall tournament: Resolved, that the federal government should revise its labor legislation in order to control strikes and industrial disputes.

In order to begin the debate auspiciously, the Affirmative will take a few moments to define the terms of the question. First, federal government — obviously that means the United States of America. Second, "Should revise". "Should" in the sense of "ought to", is our position. "Revise" means to amend by addition, elimination, rewriting, changing, or altering. Third, "Labor legislation"—obviously this means the laws now on the statute books, such as the Wagner Act, the Norris-La Guardia Act, War Labor Relations Act or Smith Connally Act and others. Fourth, "in order to control"—This phrase is the important one in this debate, and "control" is the essential word. Noah Webster and the Standard Dictionary say that control means to exercise a directing, restraining, or governing influence over; to check; to regulate. Fifth, the last phrase "strikes and industrial disputes," means all manner or kinds of disputes or disagreements, or differences over wages, hours and conditions of work, and all stoppages of work by groups of laborers with or without orders, lockouts, wild cat strikes and walkouts while negotiations are pending or contracts still hold.

We wish to return for a moment to the word "control." Note that it does not mean that we must abolish strikes or outlaw them. The definitions we gave imply only that we must have ultimate power over them to regulate, restrain, check, or stop as the government sees fit. Our burden of proof then is to sustain the position that government should have the ultimate power over strikes and industrial disputes. We maintain in the beginning that our laws are not clear on this point, and do not put the government in a position to exercise this power effectively. For instance—our government is now operating the coal mines under the seizure clause of the Smith Connally bill and although John L. Lewis has not called a strike, there is an industrial dispute arising there, and miners are openly walking out in bodies and defying the government. We are face to face with a most serious situation, right now, without a definite policy, procedure, or law that meets the situation. That is reason number one for a change.

How did we get into this awkward position? We just drifted into it, because we had no definite and considered policy in the matter of strikes and industrial disputes. For political reasons we passed the Wagner Act and administered it so as to favor the unions against the employers. This was done on the theory that the unions or labor was the underdog and we were lending the power of government to establish justice. We were careful to enumerate the unfair acts of management, but failed to see any unfair acts of labor. Thus we produced a one-sided law that needs revision. Because labor struck in important industries during the war, Congress got angry and passed the Smith Connally Bill. We provided here that in such strikes in industries important to the war production, we could seize the industry and operate it. This, mind you, on the theory that labor could not strike against the government, and would return to work. Labor was astute enough, however, to wring from the government better terms than the employers would grant. Government took this privilege to keep war production moving, unfair as it was toward the owner of the property involved. Labor, finding that it could gain more by striking and getting government to seize industries, abandoned collective bargaining in good faith we had so earnestly provided for them in the Wagner Act. Strikes multiplied until the government had to refuse to seize any more plants. The Smith Connally Act had back-fired and was destroying the intent of the Wagner Act. However, we are caught in possession of the coal mines and now are forced to face the wiliest and smartest labor leader in the country, John L. Lewis.

In the conflict of law, we find a second reason for revision. But this is not all. We are in the unfortunate position of being in league with labor against capital and this is no position for a government to occupy. Government should be impartial. It should be referee or umpire. But how can we be a fair umpire when we are in the position of accepting labor's votes to sustain the administration in power, and are obligated to hand out to them favors in wages, hours and working conditions at the expense of private enterprise and the actual owners. The situation is here so vicious that it is a national disgrace. This is the third powerful reason for a change.

When the war is over the Smith Connally Act is automatically null and void, it is true. But at the rate peace is being made, we had better not wait for the official ending of the war — we had better repeal the Smith Connally Act immediately. This is exactly what the Affirmative proposes to do.

Now, the Smith Connally Bill is not our only difficulty. The Wagner Act must be revised and the unfair practices of labor defined, so that we may avoid many of the strikes and disputes that are wreaking havoc with the country and public welfare at the present time.

In addition to exercising some control over the labor unions to avoid abuses that lead to strikes and the slowing up of production and rehabilitation after the war, we find that there are many types of strikes practiced by the unions without any restraint that in no way arise because of wages, hours, or working conditions which are matters of bargaining with employers. We have a divided union set-up and the CIO and A F of L are constantly fighting each other with strikes and walkouts that violate contracts and damage the interests of the employer and the public. These practices are so flagrant that they must be curbed by law. Otherwise the unions will never give them up. Our fourth reason for revision lies here.

Finally, the labor unions are no longer underdogs. They are getting so big and so powerful, through government favors and fostering, that they are rapidly becoming too powerful. They are now in a position to defy government successfully, and are beginning to threaten to defy government in important industries, and to revenge themselves politically upon the administration that tries to curb them. If we do not act quickly in this matter of revising our labor laws it may become impossible. And here lies our fifth and most significant reason for action.

And now before leaving the platform, may we make it clear that it is our contention that our laws are a hodge-podge of mistakes and temporary actions, that we have no consistent labor policy, and that industry has grown so large and extensive, that a strike in many of them brings disaster upon the national life. In view of such a situation, we contend that it is the duty of government to bring the factors involved in such a situation under control.

We contend that government should be and is the only power we dare to tolerate in this country or to trust with the life and welfare, the destiny of the nation, so, therefore, we should act to control strikes and industrial disputes now. To do this adequately and effectively, we need to revise our legislation as we have shown you in detailing the situation in which we find ourselves at the present time.

FIRST NEGATIVE

Ladies and Gentlemen, Honorable Judge: May we begin by saying that we have considerable admiration for the very able case which the gentleman of the affirmative has just presented. We hasten to assure him that we have no quarrel with his definition of the terms. We accept them all, but we do wish to point out here in the beginning that we r e c o g n i z e his adroit attempt to lighten the meaning of the word "control." He wishes you to believe that the government is going to regulate, restrain, and check — ah, there's the rub — check-stop strikes when they get too big and threaten public welfare. The affirmative say the government need not take away the right to strike or abolish strikes, but they certainly will take away that right in the instances where they do stop the big nation-wide strikes. And here let us point out that a very small and insignificant strike might come in a key position in one industry that would affect the entire industry in such a way as to tie it up and force idleness and non-production throughout the nation. If this were an important industry like the coal or steel or automobile or railroad industry, the government would be obliged in consistency to stop the small strike in the key position to affect a nationwide industry. We see, then, that government would be called upon to check or stop a great variety of strikes. Once a strike is stopped, notice is served upon all industry that strikes will be stopped at the government's will. We can have a government so fond of exercising power that practically no strike will work, and unions will be forced to give up reliance upon their first and only weapon of protest against oppression and injustice. The strike is the one factor in the industrial situation which has permitted labor to rise to a position of power and influence in industry. The unions believe religiously, wrongly or rightly, in the strike, and taking away the right to strike in one instance will enrage them, and take away their confidence in government—will render them a fertile field for communism and anti-democratic demonstration.

For them the right to strike is a tenet of democracy. With that gone, the liberty that democracy holds for them is gone. They will then begin to listen and follow the demagogue, the radical, the anti-democratic rabble rouser, and just where is this sort of thing going to lead us?

May I remind you that we have just witnessed a most powerful, dramatic and potent strike of the cattle growers and hog raisers, etc. in this country in protest against price control on meat. Did you get hungry for steak. Remember. We had to serve chicken at our pre-season debate rally this year on account of the meat situation. And what happened? The president had to broadcast the government surrender and take off the controls.

Is there a lesson here for us in government? If so, what is it? Isn't it simply this? The American people do not like compulsion. They will not be told what to do. They demand liberty and the right to operate their own business as they see fit. They demand the American way of life. Now if we couldn't get away with regulation of the meat market, in the name of common sense

how are we going to regulate the labor market? And remember, if there is one point upon which labor is agreed solidly and unanimously, it is that the right to strike is inviolate. Let government deny it once and there is an uproar.

What did the railroad unions say they were going to do to President Truman for bluffing them out of their strike last spring by threatening drastic action by Congress? Remember that draft proposition in the Truman Bill? For frightening them out of their strike, they threatened revenge on Nov. 6th., and did they get it! They were orderly and legal about it, but will an enraged labor element always remain as mild and law abiding? Your answer to that is as good as mine. You know the potentials in the situation.

No, ladies and gentlemen, the affirmative is wrong. They are trying to handle this situation, and it is a serious situation, by law, by control, by compulsion right in the face of the fact that the American people will not stand for compulsion, in the face of their belief in liberty and freedom of action, which has been so forcibly demonstrated before us in the price control situation.

Now involved in this lies the wage control situation. If we cannot abide price controls on food, what about wage controls? That is involved when you take away the right to strike by stopping one of them. You may have to force a wage down the throats of the laboring men; how are you going to get away with it?

Now we admit that there must be some changes in our labor legislation, we admit we need to build up a labor policy, but slapping down the unions with control over the strike is not the way to do it. We can change our laws and build up a much better mediation system, we can iron out injustices and unfair practices and perhaps persuade labor to accept more responsibility, but we are not going to get their cooperation by demanding it, and by passing laws to enforce it. All the experts on the industrial situation including the employers who are fair minded admit that compulsion will not work. The industrial situation must be approached from a different angle absolutely.

With getting our government into an impartial attitude we absolutely agree, but it can't be done by passing laws. It has to be done by interpreting laws.

With getting a just set of laws, we agree. We are not contesting the necessity of revision, we are contesting the manner of it, and the direction it is to take. In fact, we are absolutely against compulsion, and control as the object of our revision of labor legislation. We contend that the affirmative is wrong in this method and that it is not the solution of our labor problem.

The most sensible suggestion that we have heard lately is that of asking labor to participate in the writing of the new laws, or in the revision of the laws we already have. That goes for management also. We are likely to get a much fairer set of laws and revision in that way and at the same time get around the difficulties of enforcement. Management and labor want to run their own affairs without being told or interfered with by government. Government can render assistance best by getting management and labor to agree with them upon a set of laws, a policy if you please. We think we should begin by putting collective bargaining back in good faith. We should offer a voluntary and improved mediation system to them to help when they disagree and a strike is imminent. We have one big ally in this situation and that is this. A strike is a disaster not only to the public but to management and to labor. They are learning that it is a dangerous weapon and must be handled cautiously and used only as a last resort. The strike is becoming an atom bomb, and no union is going to detonate one lightly and irresponsibly. We have reached the place where they will implore government for aid and for a way out, so why make the mistake of insulting their patriotism and good will by doubting them and getting out the big stick to chastise them. We would do much better by placing responsibility upon them, and give every encouragement to negotiate until industrial matters are settled peacefully.

Also the economic cycle is in our favor. The unions are finding that forcing wages up forces prices up and there is no gain—the cost of the strike becomes a total loss. Mature and wise men are going to seek peaceful methods of adjusting the working contract if they are let alone.

The unions kept their no-strike promise during the war as well as we could expect. It was the government, Congress, that lost its head over the strike situation and passed the Smith Connally Bill, which the affirmative has pointed out upset the whole normal situation. Let me urge that the policy we should adopt is one of persuasion and cooperation, not one of compulsion as the affirmative seem to think.

SECOND AFFIRMATIVE

Ladies and gentlemen: We have just listened to one of the glibbest and most beautifully conceived pieces of sophistry it has ever been my privilege to hear. The negative tells us that we must not lay down the law to the unions because they will turn communist! We must not punish a child because he will cry and will say and do nasty things to us! Seems to me we have heard such a philosophy preached about raising children before, and what did we get! A generation of spoiled youngsters, determined to have their own way, many of them irresponsible and some of them criminal. Spare the rod and spoil the child is an old and honored adage. Shall we honor it only in the breach?

In the name of common sense, what is government for if it isn't to rule justly, to enforce reasonable laws, and to protect the welfare of its citizens. What, I ask you, have we advocated in this debate but the reasonable action of government in an intolerable situation, a situation which is crying out at the top of its voice for a

final settlement. Since when did labor get above the law! Are we to go on repeating the folly of the Norris-LaGuardia Act which exempts unions from the power of the injunction to which all citizens, corporations, and the management of industry is subject. Why in the name of good judgment must we set labor up above the ordinary workings of law, and pamper them, and molly-coddle them because they have a mass vote! The logical result of such actions is descending upon us, and we are told: "Now be careful—the unions believe religiously in their right to strike, and we better not offend them or they will strike against government and go communist! And then where will we be!"

Nonsense, there is no right to strike when the strike brings disaster upon the public. We deny the right of any class or subordinate organization to strike in such circumstances. If such a strike is denied by our government after all bargaining and mediation have failed, there is nothing left for patriotic citizens to do but to obey and go back to their negotiations with the fact staring them in their faces that nobody can have everything they want. The essence of social living is compromise in the interests of both sides, of all, for the public has a side too. Any assertion of the right to strike in the face of calamity to a large portion of the public is plain rebellion if the government forbids it. Isn't it time that the unions matured enough to realize that government is supreme and that the public also has sacred rights that outmatch this sacred right to strike.

And now that we have gotten ourselves back down to earth and reason, let's look at the situation calmly. The negative has admitted that there is a lot wrong with our labor laws and with the entire situation we call the labor problem. They say we can keep government's hand off and trust the unions to do the right thing. That we must not invoke the essence of government which is power and compulsion. We must do it some other way—Just pat John L. on the back and say —Good old boy, remember now, high wages breed high prices—be a good boy now, or Uncle Sam will be terribly disappointed in you.

Will it work, has it ever worked in the face of class greed?

The answer is "No." If management or labor has a good sound case, why should they fear government decisions—government control? Other citizens are compelled to settle their grievances by law, and in the courts. Why should labor pose as a sacred cow? This sort of thing isn't reasonable, honorable judge, and impeaches all law and all government.

How can we trust a union which stops the farmer and his load of vegetables headed for the New York markets on the edge of the city and forces him to pay a fee of fifteen dollars for a pilot driver to take his truck on into the city, when he knows the way just as well as the pilot. We all know that this was the Teamsters' union's pet graft and we had to stop it by law last spring. And remember, the teamsters' union, although it could not publicly defend this petty highway robbery was mad because President Truman signed the Hobbs bill to prevent them from continuing their larceny. Does this in any way explain the New York City vote in this election? Didn't the teamsters also swear to get Truman?

And the negative asks you to trust to the fairmindedness and generosity of a gang of hoodlums like this union! Remember this is the group that occasioned California to pass the hot cargo act. The negative thinks they can handle this outfit of roughnecks by slapping them gently on the wrist and saying, "Now be good, boys. And Uncle Sam will buy the drinks, this time."

The negative thinks that by asking the "boys" to join in writing the law that we shall get all these unfair practices outlawed. All the comment we have to make is the old slang one—"fat chance!" We prefer to trust our elected representatives. It is our observation that no one relinquishes special privileges without compulsion. Nobody gives up without protest and fight, the special prerogatives he has cherished until he thinks they are "his rights." Away with such philosophy! It is about time that Americans, and we mean, all of us, were taught to respect law and government authority. We know what the American way is. It is to cross a boulevard stop because we don't think it should be there. The American way is to speed in the 20 mile zone, or beyond the 50 mile limit on the highway. And what do we get? A ticket or the accident consequences! And they are dire! Isn't it about time we began to enforce law in this country. And why shouldn't we begin with something important like the labor situation?

Ladies and gentlemen, you have gathered that the negative position with regard to control and compulsion is fallacious, unacceptable and positively absurd. We can't run a government on any such hooey!

They have admitted the case that we need revision of our laws, because to oppose that was unsound and foolish. They have picked upon the word "control" because they thought they could make a high sounding case upon it, and bluff their way through an untenable case.

Don't let them fool you. Remember our definitions. We said in the beginning we did not intend to take away the right to strike. We merely intend for government to stop a strike that it deems disastrous. The government will undoubtedly allow many strikes, but it will stop strikes under our plan when in its judgment it is the duty of the supreme authority in the nation to do so. And remember, there is no right to strike where the rights of the public begin.

The negative has made a lot of noise about a right that doesn't really exist, except in the minds of a few class conscious enthusiasts. The rest of their case is an attack upon organized government, urging its impotence.

Let me close with a bit of history. Once upon a time

(this is not a fable) the labor unions in England sprung an all-out nation-wide strike. It worked beautifully the first time, so they thought they would try it again. The second time the government was ready; they were not surprised as they were the first time the unions called a general strike. What happened? They broke the second strike in three days, and they kept order. Armed men in steel helmets with rifles that would really shoot rode about the city of London on trucks. The government was ready if revolution or rebellion arose. The unions disclaimed all intentions of rebellion. They were just plain, honest, patriotic citizens trying to force their rights on the people. Since then they have gained a great deal more than they asked for by law and agreement, and they have even been trusted upon that evidence of good behavior to govern the empire. They have learned that violence isn't the way to approach the English nation if one wants justice. May the American labor unions profit by their example!

SECOND NEGATIVE

Ladies and gentlemen: Well, here we are again with another load of hooey. We thought we were arguing, but the affirmative says it is hooey. And the affirmative, like Shakespeare's Brutus are honorable gentlemen! The gentleman said spare the rod and spoil the child. From the size of the rod they are swinging at us, we are likely to get out of this debate quite unspoiled. Let me emulate them by also beginning with an ancient saw from the folk wisdom of the people. You can lead a horse to water, but you can't make him drink. Teamsters are perhaps just as stubborn as their horses, and hate the whip of compulsion just as much. It's hooey is it, that an American resents being told what to do. Hates compulsion. Well, how come Maxwell Anderson built a whole play on that thesis—Knickerbocker Holiday. The truth of it amuses an American audience and puts the play over. Formerly we used a logical argument to advance this contention, now we offer a literary one, but maybe it's hooey too. We have heard that a debater when he lacks a convincing argument to meet an opponent resorts to epithets, namecalling and abuse. So those hoodlums of teamsters commit larceny—the poor thieves. But let that all be as it may—we reiterate our thesis—Compulsion does not work successfully. Management, labor and experts on the problem are agreed upon that stand; even Eric Johnson, former head of the National Chamber of Commerce admits it. So we are not going to apologize for that argument, be it hooey or not.

There is one thing that isn't hooey, however. It is a law of debate that the need advanced for a certain action must be cured or met and handled logically by that action. So, let us take a look at the reasons advanced tonight for "the control of strikes and industrial disputes" and see if control will meet those needs, or if there is a better way of handling those needs. And that's not hooey, either.

Our opponent, the first speaker, advanced five reasons why we needed to revise our labor laws in order to control strikes. Let us recall them. First, we face John L. Lewis with seizure and operation of the coal mines, and his miners are on the point of striking. Is that why they are going to strike or do they have grievances and other reasons or do they need more money to face the rising costs of living? Could we get out of this situation without controlling strikes? Yes, we could repeal the law and turn the mines back and let the owners and operators fight with John L. We could make peace and automatically drop the burden of operating the coal mines. Just what has that situation got to do with controlling all future strikes? Would control of strikes get us out? If the unions are about to strike against the government as operator of the mines, would they refrain from striking if we had the power to order them not to strike. Why ladies and gentlemen, we have the power already. We can't legislate that power to ourselves. It exists within government already. Seems as if somebody else was talking a lot of hooey!

Now next we find our laws conflict. Smith Connally upset Wagner and Collective Bargaining. Why not repeal Smith Connally? If we don't it will die anyway when the war is officially declared ended. Congress can do that any day peace treaty or not. What has that got to do with control of strikes? More hooey?

The third argument he advanced for control of strikes was that government was a partisan of labor instead of being an impartial umpire or judge. Well, how did we get that way. What law did it, and what law repealed will put us in control of strikes and make us fair minded umpires? I have read the Wagner Act, and I can't see why or how it put us out of the impartial judge position. Really I think it was the personal bias of the National Labor Relations Board that did it, not the law. We could easily dismiss them and appoint new members to the board. And how would defining the unfair practices of labor in amending that law put us in control of strikes? Is this too, hooey? If interpreted properly, how would the Wagner Act affect our control of the strike situation?

Fourth, our opponent said that unfair union practices were causing strikes, and that the inter-union fight of CIO and A F of L is causing strikes and walkouts and these things have nothing to do with whether the employer is just or not. Do we have to have control of strikes to outlaw these union abuses. Why can't we do it by law directed at eliminating them instead of being directed at control of strikes? Are these abuses inherent in strikes or quite separate from them? No. I mustn't speak that awful word again.

And fifth, the labor unions are no longer underdog, and if we don't control them soon they'll get so powerful we'll not be able to control them. How will passing a law give us any more power than we have now? If government is supreme it is supreme. If it isn't, it isn't

government, it is just a figurehead or shadow.

I think you get our point, ladies and gentlemen. We have all the power we need now to control strikes, or how did President Truman manage to stop the railway strike last spring?

Why is our position wrong when we say, yes we need changes in our laws, but not changes that put us in control of strikes. Did we pick out that word control to fling our hooey at, or did the affirmative say something about that being the key word in the proposition? Did they not single it out for special comment? Why did they do this? To forestall our taking any advantage of the term. We accepted their definition of the word. But now we are wrong for concentrating on the key word they pointed out for us in the beginning. They say we admitted a great deal of their case when we admitted the laws needed change. We deny that. The laws do not need any change for us to control strikes. We have that power anyway. They need change for an entirely different reason. They are badly stated laws and need changing regardless of whether we decide to control strikes or not.

Now isn't it evident that there is something sort of crazy about this debate. Here the affirmative is yelling for a power they have already, inherently invested in government.

Here they are setting forth as needs, things that cannot be cured or made right by control of strikes. Whether this is hooey or not, it is certainly illogical. We have already agreed that the laws need changing to adjust things that are not right, but not to control strikes. We are against controlling strikes. We are for building up collective bargaining and a system of mediation. We believe in leaving management and labor free to make their own agreements and to decide on their own working conditions and relations. We feel that given this responsibility and this trust management and labor will rise to occasion, that they will cooperate, and that they will keep in mind the welfare of the nation we spent the war in working and fighting for. How come we judge the other fellow so harshly? Is it because what he thinks are his rights are only hooey? Is it because his rights are in conflict with ours? Could it be that only the unions are selfish?

Please keep in mind our stand in this debate, and remember we advanced reasons for our stand. Control or compulsion is not the way to settle the labor problem, because both sides hate compulsion, and will cooperate with government to settle their difficulties, but will not be driven. You can lead a horse to water, but you can't make him drink. Hooey, just try it.

FIRST NEGATIVE REBUTTAL

Ladies and gentlemen: We have reached the place in this debate where both sides have completed their constructive cases and we can look back over the speeches and see where we are.

In their first affirmative presentation our opponents gave us five reasons for revising our labor laws. My colleague has just finished examining these reasons and has shown you that controlling strikes would not affect these revisions but that the end desired could be obtained without control of strikes. There is then a serious fallacy in the affirmative case. They are presenting reasons for revision but not reasons for control of strikes. Their case then is badly missing in evidence to uphold it, so the first affirmative is practically removed from the debate.

The second affirmative speaker spent most of his time trying to show that everything I said against the wisdom of using compulsion in the labor situation was "hooey." I thought I was presenting some very reasonable arguments against in showing that the attitude of the American people was set against controls and compulsion—and I maintain that it has been so ever since the Boston Tea Party. I gave you recent examples of the meat rebellion against price control but the gentlemen say "hooey." Well then, how about the election—when the people spoke? Was that hooey also? We cited the union attitude toward President Truman on account of his so-called "Slavery Bill" of last spring, and the election proved that they meant it. We reiterate that the affirmative is wrong. They cannot invalidate our evidence by crying "hooey." Let's see their counter evidence—what have they advanced—precisely nothing so far. They merely say: "Government has a right to be supreme. We grant that. But because they are supreme they must rule justly, not tyrannically. A wise government does not override its citizens without mercy, denying their rights and demanding obsequious obedience. A wise government offers its services and help in settling troublesome problems—and that is what we advocate—a revised and improved mediation service—but the affirmative says: "We can't trust them to cooperate." "Fat chance!" they put it. Well, give a dog a bad name and he will live up to it. May we point out, however, that the experts, who have studied this problem, agree with us and say "Mediation, cooperation, appealing to the sense of justice and good will on both sides—is the way, not compulsion and control.

We have staked this debate on two things: First, that mediation and not control is the way. I spent my first speech establishing this principle. And second, the solution reached must fit the need. We propose to hold the affirmative to this debate principle.

We have shown you that the affirmative evidence on need is not met by their solution. My colleague spent his speech on this mainly. So far in this speech I have spent my time re-establishing my first speech and our primary contention that control is wrong because it depends on force. Now to take a more aggressive attitude —In what way have the affirmative shown compulsion to be better than voluntary cooperation? What constructive evidence have they submitted to show the superiority of and wisdom of control and compulsion?

None that I remember except that it was a government prerogative—a government right. More honored in the breach than the observance we'd say. They gave no benefits to be derived from control except that the strikes could be stopped if government chose. We think they were rather general than specific.

I do not remember much in their case about the benefits of stopping strikes except that strikes were supposed to be disastrous—and we contend that this is not necessarily true. Strikes have brought to labor many benefits and much progress and improvement in the working conditions for the laboring man. We insist with labor that strikes are a valuable weapon and not an unmitigated evil. We do remember that when we suggested that labor help revise the laws, they sneered at the idea, and kept on saying "hooey" at regular intervals.

Now, we ask you, is that evidence? What does it prove? Simply this: that they are trying to ridicule ideas dangerous to their contentions off the platform without a hearing. When a building is built at our college, the administration consults the people who are to use it while the building is still in the architect's blueprints. Why shouldn't the people whom the law is designed for see the blue-prints and make suggestions? Simply because the affirmative thinks they might talk government out of strict controls, and the affirmative want to rule with an iron hand. So do the other fascists!

One more thing—the affirmative say the government may allow many strikes; on the other hand, it may stop some strikes when in its judgment it is the duty of the supreme authority to do so, implying of course that public welfare will be involved—but who is to be the judge of all this? Politically elected officers and their appointees! Just what does this lead to? Will it not make possession of the government a prize for labor and management to fight over? Is this a wise and judicious thing to do?

My time is gone but in view of the fact, honorable judge, that we have refuted their evidence in support of their case, and have undermined the wisdom of control and compulsion, we submit that we should revise our labor legislation with quite a different purpose than control of strikes in mind.

FIRST AFFIRMATIVE REBUTTAL

Ladies and gentlemen: In his summary of the debate the gentleman who just left the floor forgot to include that brilliant argument of his colleague which was — The government already has the power to control strikes. Why put up such a big fuss about legislating something we already have. "Hooey" again. Well, is it? Let us examine this and see the caliber of negative reasoning. Government already has the power — yes, of course — if it hadn't, how could they pass the legislation? But it isn't power we lack so much as a way of applying the power. Governments act through law. Without law government cannot apply its power. Law furnishes the method or channel of action. So that's where law comes in, and the negative missed the point —we already have the power! So has an engine, but it will not run without gas. If this type of reasoning is a fair sample of negative thinking, how far can we trust them? Maybe we better take a look.

Now they charge that we have advanced as reasons for revision of our laws things control of strikes will not reach. Is that so? Our question reads: "In order to control strikes and industrial disputes." The negative have not mentioned this broader term "industrial disputes" in applying their test of logical connection between need and remedy. Could it be that conflicting laws like the Wagner Act and the Smith Connally law could lead to disputes over which law to follow? Why, of course. And these disputes could become causes of strikes? Of course. Well, then, just how sound was the negative reasoning there? They said repeal the Smith Connally Bill—and so did we. Would that help restore collective bargaining if labor could invite government seizure of property by striking no longer? Would it help collective bargaining if labor knew there was no Santa Claus above the employer who would give them things? Certainly it would. Well, then, are these things and strikes connected? Just where in our reasoning, then, were we unsound? Do you realize that their boasting of having refuted our reasoning and brushing my first speech out of the debate now goes glimmering! They did no such thing by such illogical handling of the arguments. Our case stands fully re-established, if it was ever damaged in your mind.

The gentlemen forgot that "industrial disputes" was in the proposition and used only strikes, and control of strikes. But if we control the disputes that lead to strikes, we are certainly still in the picture. And control means, direct, regulate, restrain, check, and this is what our revision will accomplish in disputes that cause strikes. Maybe the gentlemen were not so thorough in their reasoning after all.

Take another instance: Do the unfair practices of labor that the Wagner Act fails to define, cause industrial disputes and through them strikes? Yes, indeed. Again, what about the jurisdictional strike? Would our revision which outlaws that dispute control any strikes? Quite obviously, yes. In their eagerness to show that control of strikes and these causes of strikes and industrial disputes were not connected, the negative has done some shabby and illogical thinking — and wasn't that the charge they made against us? Well, prove it gentlemen. We appeal to you — are you going to trust this kind of reasoning?

We maintain that their attitude toward compulsion and control — which are the very essence of government — is another example of their illogical thinking. We charge the negative with impeaching all government in denying that we must work through law. They want us to work through *laissez faire*. "Let 'em alone," they say, "they're Americans. They will do the right thing."

Has that been our experience? Even during the war,

when we expected loyalty, they gave us strikes. Reconstruction in the postwar period has been hampered by strikes that have cost the country billions! Also they have forced up prices as wages went up. We all realize that this is a vicious circle and that the man on a fixed salary pays for unions' follies. Where is that restraint, that respect for the rights of the public, that sense of justice? Sadly lacking, but the negative says: "How come we judge the other fellow so harshly?" There is a wise old adage—by their deeds ye shall know them. What is there in their deeds to inspire confidence in them? Are the unions not saying with all the arrogance of old Louis the XV: We are the public. No, ladies and gentlemen, the negative reasoning is false, and the truth is not in them. We think we used a mild term when we called their case—"hooey."

They say compulsion is not the way because both sides hate compulsion. They hate taxes, too—but they have to pay them because the government has to have funds. Surely we hate to obey law—that is an American trait! We pointed it out in the traffic situation. But ladies and gentlemen, there comes a time when there is no other way but law. The situation gets out of hand and becomes intolerable without control—without law, if you please—without the application of governmental authority. It is our contention that labor-management disagreements, disputes and strikes are the fulfillment of just such a situation, from just such causes as too much freedom and too little restraint. There must be control. Government must protect the innocent bystanders who bear the brunt of strikes. Public welfare demands it.

SECOND NEGATIVE REBUTTAL

Well, well, ladies and gentlemen: In addition to our loads of "hooey," we now find ourselves in the class with Ananias—the truth is not in us. I wonder if this isn't getting dangerously near *ad hominem* appeal? But let that go—

In this debate the affirmative has two duties or burdens: (1) To show that our laws should be revised. (2) That they should be revised in such a way as to control strikes and industrial disputes. Now first, they have met the necessity of showing reason for revising law, and we have admitted it so that is out of the debate. One thing, however, they have not counted on. There might be revisions in order and necessary that they could not make under the terms of the question if they revised to control strikes and industrial disputes merely. It was here that we tried to show you that it was inevitable that they would make arguments for revision that had nothing to do with control of strikes and disputes. It was inevitable that they would use some of these things that can be easily corrected as reasons for controlling strikes, when as a matter of fact they are not reasons at all for any such action.

We still maintain that we can take care of such matters as defining and outlawing labor's unfair practices, without any control over strikes. By so doing we may eliminate some strikes and disputes. Notice that word "eliminate"—it is not one of the definitions of control. We can repeal a law like the Smith Connally bill and get ourselves out from under a bad situation and eliminate some more strikes, but eliminate is not control. It is better than control. We can set up a new and much better system of mediation and eliminate many more strikes, and that is not necessarily controlling strikes, for we are not restraining, directing, checking or governing them—and these are the gentlemen's definition of control—remember? So we urge that our point has not fallen but still stands in this debate.

We must also pass a new law in order to control strikes and industrial disputes adequately. Now is passing a new law revising our labor laws? We can do it without doing any revising. Revising to control and legislating to control are two different things, absolutely. Is this merely word play? We don't think so. If the gentlemen will put up some really good reasons to prove the wisdom of control and compulsion, then we shall be interested. So far, the only reason we have heard is—THEY STRIKE—We've got to stop them in the interests of public welfare. It is true strikes cost a lot of money—they have pointed that out—but so do wars. But we fight them to maintain liberty—freedom of action—justice and our rights.

That is why labor strikes—no matter what it costs. To maintain liberty, freedom of contract, and their rights. They resent having these things taken away from them and compulsion substituted, and may it be said in favor of management — they take the same stand.

There comes a time, says the affirmative, when there must be law and control—but is this the time? My opponent says: Yes. We the negative, say: No. Now it isn't a matter of believing either of us. We ask you to look at the facts: to look at human nature; to look at human beliefs; to look at those fundamental things upon which men base their actions. Labor believes that they have the right to strike; that this right is inviolate; that the constitution guarantees them that there shall be no involuntary servitude. No man can be forced to work against his will unless he is enslaved. Free men do not propose to be slaves, and compulsion forces involuntary servitude. Gentlemen, you just can't treat liberty loving Americans that way. Now let's face the facts. With labor and management brought up to believe in this kind of liberty and freedom—just how are you going to force control down their throats? It just can't be done. Remember the licking government took just recently over the meat price controls. You can't have forgotten it so soon!

Ladies and gentlemen: The debate is down now to just this one piont—compulsion or freedom to negotiate, and that failing, to strike. The affirmative and negative in this debate are fairly well agreed upon revision, and we are not seriously opposed to each other on many of

the other issues we have raised in the course of the discussion, but we are unalterably opposed to each other on this one main issue—compulsion. Congress, the government, the public itself, are all divided on this point, just as we are. We stand here tonight exponents of two views, the proponents of two possible types of action facing our nation, our new Republican Congress. We counsel against compulsion. In our view it is unwise, mistaken action, and holds within itself its own punishment. Naturally labor will mass its votes against control. The action is politically and governmentally unwise. We predict that management also will support labor in their stand. The unpredictable Mr. Truman, author of the so-called "slave act," who later vetoed the milder Case Bill, will take the axe of veto to this tree of control. Then we will have, by our own folly, sown dragon-seed in our politics.

We reiterate, it is unwise—it is more than that—it is damnably foolish. And with that potent old American epithet upon our lips we rest our case.

SECOND AFFIRMATIVE REBUTTAL

May I begin the last speech of this debate with an apology in behalf of my colleague to my very good friend and opponent in that matter of *ad hominem*. As I analyze it, it was not *ad hominem,* and my colleague wishes to disclaim any such intention. I really don't insist either that my friend is a liar, but he is good at shooting hot air. In the heat of debate, we have merely been trying to impeach each other's arguments by showing that they are more glib than sound, more talkative, if you please, than logical. And I still maintain that my friend and opponent is quite an expert at that kind of debate. Notice I said that with a smile.

It is a mark of gentlemen that they can disagree without marring friendship; they can argue heatedly and still maintain goodwill. It is a mark of a good debater that he can show where his opponents are wrong, mistaken, and illogical without losing his temper or indulging in personalities. I give my opponent credit for believing what he says even if he is debating. He would throw a brick at me if I said I knew that he did not personally believe what he has been saying. I just hold him mistaken.

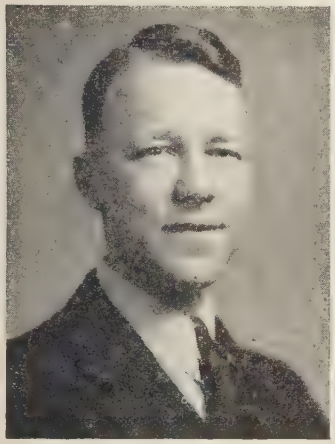
Fortunately, my own stand on this one great, deciding point to which he as a good debater has reduced this argument, is that I am in agreement with my contentions. I do not have to stand here doing violence to my own beliefs in arguing for the right of government to control in behalf of the general welfare. I do not for one moment accept the point of view that asking a man to continue at his regular job for wages (even if those wages are not entirely satisfactory) is involuntary servitude. Hooey, I say, once again. Every man owes that much to the public welfare. His individual right to strike ends where the rights of the public begin. No man's right is so sacred that it gives him the privilege of depriving his neighbor of the right to work, the right to earn his own bread, the right to live his life. And unions, and strikes do just these things to free citizens in no way connected with the dispute or strike at hand. Those who ask for sacred rights should be able to grant them to others. Has there ever been a union that could do that? No, in a strike situation, only they have sacred rights. Because they trample, with malice of forethought upon the rights of others, is the reason why there is no unalterable or unlimited right to strike.

The higher law requires a man to love his neighbor as himself—not to starve him, deprive him of employment, and means to live, while he strikes for a few cents an hour raise in wage. It just doesn't make sense. As we have already said in this debate: there comes a time when nothing will suffice but law and governmental control. There is no other way of curbing human greed and selfishness. I am a better American believing this way, than I am striking for selfish or class interests. If there must be a choice—and the gentleman of the negative says there must—"Write me down as one who loves his fellowmen." As one who can see their rights as well as his own and demands that we all submit to law and justice.

Now as to this so-called right to strike—we have not completely taken it away. We have merely limited it, restricted it, regulated it — by checking or stopping through law and the power of government only dangerous and disastrous strikes—those that threaten the economic security of the country. The gentleman urges that this will put the labor question into politics. Oh no, it won't, ladies and gentlemen. It can't, for it is already there. Nothing that our government does from now on will alter the fact that labor is in politics and has been for years. But that does not alter the obligation of government to rule justly, to protect the public welfare, and to compel those out of line to close up ranks and obey orders. Be the consequences what they may, only cowards sacrifice what is just and right for political success. When the ends of right and justice are served better by strikes than by impartial government control, please page me for I want to know about it. The negative, although it has come down to this one point has not proved it.

I am glad our opponents admit that our laws should be revised and that that issue is closed. All we have left to do is to show that new legislation is in the scope of revision. Well, we did that in the definition with the word "change."

And so ladies and gentlemen, we must leave the decision to you. Whatever you may decide on the merits of the question, please remember that a debate is decided upon the soundness of the arguments, upon the preponderance of the evidence, and upon the skill of the debaters in developing, meeting and handling each other's cases. We leave it to you.



HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

Resolved: That the Federal Government should provide a System of Complete Medical Care available to all Citizens at Public Expense.

Building Your Constructive Case

AFFIRMATIVE

IN THE early fall when you began preparing for your first practice debates on Government Medicine, your problem was where to find enough material—enough evidence and argument—to make a ten-minute speech. As time went by and you read more and more widely and you thought more and more deeply on the proposition, your problem became a different one. At about this time of the year it is not a question of where to get enough stuff to make a ten-minute constructive speech, but how to limit the great mass of material that you have to the time that is available and to arrange that material into the sort of constructive case that will win debates. You are now ready to go seriously about the business of building an affirmative case.

Now there are many ways to build up an affirmative case—some good, some bad—but positively the worst way is for two people to go out individually and write a speech apiece. When they have finished, they get together, and with patching and pasting they try to weld them together into a single case. Inevitably this doesn't work. It will not make a workmanlike job. It will not hang together at the joints. It will be like the Liberty ship, the front half of which was built in one shipyard, the rear half in another. The ship looked very nice when put together, but the first time she hit heavy seas one half went one way, the other half another. A debate case built in this way will suffer the same fate when it hits the stormy seas of strong negative opposition. When the negative starts hammering away, the weak link at the joint is sure to show up and the two debaters inevitably in their defense will tend to go in two different directions.

A good strong constructive affirmative case has no weak joint in the middle. The place to start and the way to start is with the idea that your affirmative case is going to be *one single speech.* It is given in two parts, of course, with an interruption near the middle where the negative gets in its first nonconstructive speech. Since it is one speech, you and your colleague will sit down together and decide just what you are going to say, what you are not going to say, and when you are going to say it. Jointly and cooperatively you will work out a detailed course of what is to be done and how it is to be done. This decided, each may go off to himself and work out his composition and wording. The decision on *what* is going to be said is a joint and cooperative enterprise; the decision on *how* it is to be said (the words and the style) is a case of every man for himself. Your own words and your own style, whatever they are, are always more natural and will be more convincing than anything anyone else (including your coach) can write for you.

It is this kind of joint and cooperative preparation that makes for a debate case that has unity, and it is true in debate as in everything else that in unity there is strength. This method will provide unity, but something in addition to unity is needed for the best debating. That something is team-work, and it goes beyond what we have suggested here. Unity comes from the closely cooperative preparation of the constructive case. Team-work results from the closely integrated planning of your rebuttal procedure. It is in rebuttal that inexperienced debaters most often go off in different directions. The way to avoid that weakness is for you and your colleague not only to know, but to weigh and con-

sider jointly every single rebuttal approach you may or may not make.

Be Sure of Your Burden

In any debate, it is the duty of the affirmative to assume and to carry the burden of proof. Our experience of listening to and judging many high school debates leads us to believe that there are many debaters who do not quite know what this means. Some of them are good debaters in spite of it, but they would be better debaters if they had a good grasp of this concept. To illustrate the point, let me tell you a little story about an experience we had several weeks ago. We were invited in to judge a high school debate on Government Medicine. The affirmative team was made up of good speakers, their case showed excellent research, their evidence was well selected, and thir case as a whole was well organized. Yet at the end of the debate, in summing up my decision, I was forced to say: " . . . . and principally because the affirmative failed to sustain the burden of proof, the decision in this debate goes to the negative." The affirmative debaters were not only disappointed, but amazed. They were sure they had won the decision. But they were not so sure after the debate when we sat down and explained just what we meant by this failure "to sustain the burden of proof." What had happened was that in the course of the debate the affirmative had spent all of its time proving that free medicel care at government expense was (1) something toward which there was a definite trend, (2) something that a great number of very competent authorities favored, (3) something that would very efficiently provide for our medical needs, and (4) something that could be very practically put into operation. They had forgotten completely about establishing any cause for action or any need for a change. They convinced the audience that Government Medicine was a fine thing, efficient, practical, and economical, but they did not create any dissatisfaction in the mind of any of the listeners with the present situation—the status quo. The affirmative in any debate has something to sell—like the salesman selling a new Buick. If he devotes all of his sales talk to the merits of the new automobile, while I sit back thoroughly satisfied with the one I am driving now, he doesn't make the sale.

There is a risk which is undertaken by the fellow who advocates a change from the "status quo—from things as they are. There is a presumption in favor of the negative in debate. It is generally assumed until proved otherwise that things as they are are satisfactory —at least until someone comes along with good and sufficient proof that they are not. When you stand up on the affirmative of this year's proposition and say to the average American listener: "We ought to have free medical care available to all citizens at public expense," he sits back and says (or thinks): "What is wrong with our present system? We've been getting along with it, and pretty well at that, for a long time." Because that is his reaction, the burden of proof is created for the affirmative. The negative does not necessarily have to show that the present medical system is good; you must show that it is bad—that there is a need for a change.

Partition Carefully

In spite of the fact that the debaters who have been winning debates always have one in their case, there are still many debaters who think a partition is something that goes between the basement coal bin and the laundry. That, of course, is one kind of partition, but for debating there is another kind. It is formally called "a statement of the points in partition of the case," and it is something which must be planned into every good constructive case. It is the point at which the first affirmative speaker outlines the basic arguments in the whole case (not his speech). As an example, it might go something like this:

"Our case is based on the following three contentions:
First, our present system of medical care is hopelessly inadequate;
Second, free medical care at government expense will solve the problem; and
Third, Government Medicine will be efficient and economical."

There are many reasons for this partition, but one of the best is that given by Chauncey Depew, one of the most effective speakers in our American history. He said the key to good speaking is the rule:

"First tell the audience what you are going to tell them, then tell them, and then tell them what you have told them."

In the partition in debating you tell them "What you are going to tell them"—you give them a preview of your case, letting them know in advance what they are to expect. Later on in the debate, of course, you should have frequent case summaries. There should be a summary at the end of the first constructive argument, another at the beginning of the second constructive argument and a complete and detailed summary at the end of the second constructive speech. There should also be summaries at the beginning and end of the constructive arguments.

In summary, then, I would say that at this stage of the debating season when you get down to the serious business of putting together that case which you hope will win you your championship, there are three basic pieces of time-tried advice to follow:

1. Make your case a unified whole that will give you team-work;
2. Be sure that your case sustains the affirmative burden of proof; and
3. Be sure your case has a good partition with frequent case summaries.

BUILDING THE NEGATIVE CASE

The debater on the negative of the proposition of Government Medicine is in somewhat the same position

as the lady of the house when the Fuller brush man comes to the door. His job is to sell her some brushes, but the important thing to note is the many different ways in which she can logically and reasonably block off his making a sale. She can say that she is satisfied with her present method of house cleaning; she can say that she has used the brushes and found them to be unsatisfactory; she can say that they are too expensive; she can say that she has no money in the house; or there are a half dozen other things she can say, and any single one of them is enough to prevent the Fuller brush man from making a sale. This is another way of saying that they are all vital issues in the argument. And it is the real life basis for the rule in contest debating that if the negative blocks the affirmative on one vital issue, the negative wins the debate on argument.

In building the negative case on Government, every negative team should make a careful survey of all the possible approaches to a complete negative case. There are at least four basic types of negative cases that the debate books speak of.

The first of these is the standard and most used case in which the negative admits some of the affirmative argument to the effect that there is need for a change (arguing that in this world nothing is perfect), but minimizes these things and insists that they are not so bad as to justify anything as radical as the affirmative proposal. Insisting that nothing in this world is perfect, the negative contends that there is no sound sense in going off on an extreme like Government Medicine when it can be shown that with a few simple changes, a few minor adjustments here and there, the situation could be taken care of very nicely. This is coupled with an insistence that the affirmative proposal will bring on a host of new evils far worse than those that have been pointed out as existing under private medicine.

The second type of negative case is similar to the one above, but it concentrates the attack on the defense of the "status quo." In this type of case we would argue that America is the healthiest nation in the world, has the finest medical care, and the best doctors —that all of the statistics cited by the affirmative for inadequate medical care only prove the old adage that figures don't lie, but liars figure. The "status quo" case is one that argues that there is no need, no cause for action, and that when the sound and sensible truth is sifted from the guff and hogwash, we really are doing very well under our present system. The constructive part of the case consists largely of evidence on the excellent quality of what we now have, the rebuttal consists in refuting the arguments of the affirmative on the issue of need.

The third type of negative case is pure refutation. There is a rule in debate that if nothing is proved, the negative wins, and in this type of case the negative tries to prevent the affirmative from proving anything —a case of pure refutation. Judges sometimes criticize teams with this sort of case on the ground that they have no constructive case—that they stand for nothing. Such judges may be slightly in error. You do not have to stand for something on the negative—you can stand against something—and it is really your only job on this proposition to stand against Government Medicine to prevent its being established. The judge may charge that you are purely destructive, but there are times when it is wise and good to be purely destructive—like St. George slaying the dragon, or like America destroying naziism and fascism.

The fourth type of negative attack is the counter-plan case. In this, the negative admits all that the negative says about the need for doing something, but proposes the doing of something else. The negative says, in effect: "We admit that something must be done, but that something is not Government Medicine—it is this plan of ours." This type of case has the advantage in that it throws the affirmative off balance by admitting what is usually their whole first affirmative speech. It has the disadvantage, however, of changing the whole proposition for the debate. As soon as the negative counter-plan is dragged out, the proposition becomes not "should we have Government Medicine?" but "should we have this or that?". The negative really becomes the affirmative with a proposition and a burden of proof all its own, and the issue of the debate becomes "which is better?"

These, the textbooks tell us, are the four methods of designing a negative attack. It is true, however, that when we come right down to the specific job of beating the affirmative on Government Medicine, there are others—many more than four—that can be used. Just to prove it and to get our thinking into shape to go at this thing right, let us forget all of the theoretical rules and be strictly practical. Take a senator trying to make up his mind on how to vote on a bill which would establish a complete system of medical care available to all citizens at public expense. Our senator is a reasonable man and a real statesman, genuinely interested in what is best for our people and our country. Just what, if it were proved to him, would of itself be sufficient to make him vote against the bill and side with the negative? See for yourself whether or not it might be any *one* of the following, because if it might be, any one of the following is a complete approach to the negative case:

1. Our present medical system is doing a satisfactory job. We are getting along as well as we have a right to expect.
2. Our present medical system has some faults, but they are not serious and they can be corrected with a few minor changes here and there.
3. Our present medical system has some faults, but Government Medicine will most certainly not correct them.
4. Our present medical system has some faults, and

it looks like Government Medicine might correct them, but the new system is going to bring some new faults as bad or worse than the old ones.

5. Our present system is bad, something has to be done, but there are better solutions, there are other plans than Government Medicine which will alleviate the difficulties.
6. Our present medical system may be bad and Government Medicine might be a possibe solution, but its adoption will wreck our democratic institutions and lead us smack into communism and fascism.
7. Government Medicine is absolutely impractical. It could not be administered and its cost would make it impossible to institute.
8. The proponents of this proposition have not proved anything really—the arguments can all be refuted.

The point we want to make is that this is not a list of negative arguments for putting together a negative case; it is really a list of possible cases. Each is a case because any one would be enough (if proved, of course) to justify our senator in voting against the bill. If you doubt it, go through the list.

This does not mean that for building your case we are suggesting that you take one of these few points singly and alone, make it your whole case, prove it, and forget the rest. It could be done, of course, and within the strict technicalities of the definition of your job, it would win debates. But there are practical difficulties. The first is that the particular point would have to be proved—that is, absolute proof, without any reasonable doubt—and absolute proof is rather difficult to establish in a debate, particularly because you have another team of speakers over there on the other side of the platform kicking up the dust of doubt into the eyes of your listeners on every piece of evidence you try to prove.

The second practical difficulty is that you have an audience that is listening and a judge who is judging. They expect to hear the whole problem discussed, they expect you to cover the field, not to slip down some narrow alley—however logical such a procedure might be. It is true also that sometimes it is absolutely impossible to bring judges and listeners around to a certain single argument. There are people who could never in a million years be convinced that Government Medicine will not ruin the medical profession. There are others who still insist, in spite of evidence piled a mile high, that no cost is prohibitive if the national health of our country is benefited. If it happens, therefore, that you get one of these as a judge for your debate with your case based on a narrow approach, you can see where you will be so far as your chances for the decision are concerned—right between the eight-ball and the side pocket.

In the face of these last facts, the debater might be tempted to turn to the other extreme and conclude that it would probably be best to combine all of the arguments possible into his case, just to be sure—the more the better. The difficulty with that is that there is the little matter of the timekeeper and his timecards. In a debate you have only so much time, and in that time you can drag out only so much evidence. There is not, in this whole country, a pair of debaters alive today who could prove in twenty minutes all of the eight cases listed above. And even if they could, there is no audience or judge who could be made to see and admit that they had been proved.

The wise thing to do, of course, is to select, and select carefully, first from the eight possible approaches to a negative case that basic one which in your best judgment, after a consideration of all of them, will make the strongest case on the basis of the evidence that you have at your disposal. In doing this job, there are six criteria for selection.

1. Select the arguments which to the average listener will have the greatest persuasive force—those that are the most compelling.
2. Select the arguments that can be made most concretely clear.
3. Select arguments with an eye on the clock—those that can be most quickly proved.
4. Select the argument for which you have the best evidence.
5. Select the arguments that have cumulative force in your case—that is, arguments that tend to support each other; and
6. Select the arguments that have audience acceptability—those your listeners are likely to go for.

Special Feature Division

Presenting Linfield College

Linfield College, a Liberal Arts college, had its inception in the desire of Baptist pioneers in Oregon to provide higher education under Christian influences with a view to training leaders of high moral and spiritual character for the development of the great

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LINFIELD COLLEGE

For key to pictures see box on page 239

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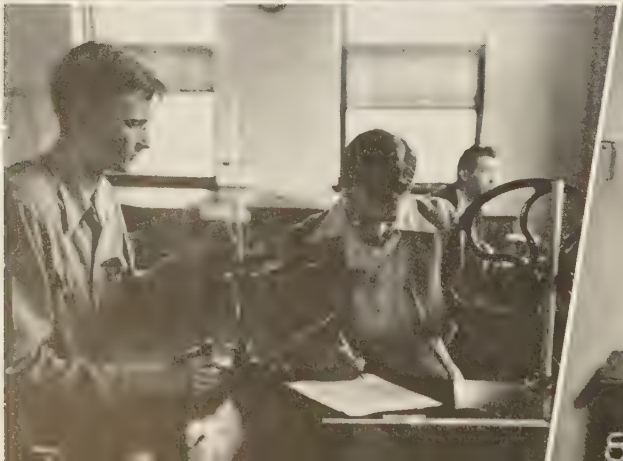

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LINFIELD COLLEGE SCENES

First picture page: In box: Roy D. Mahaffey, Professor of Speech, Linfield College; top: Linfield College Campus, looking toward Melrose Hall and Emmanuel Northrup Library with the Men's Dormitory in the background; second picture: Champs in Forensics: Roy Dancer, Billie McBride, Paul Koch. This trio captured honors in debate, oratory, extemporaneous and impromptu speaking. Bottom: Drama. Scene from the fantasy "Blithe Spirit."

Inside pages: Aerial view of Linfield College Campus.

Last page: Numerous groups in which students may find opportunities for self-expression in extra-curricular and classroom activities on the Linfield Campus.

Northwest. While efforts were being made in various places to establish such educational work, a special opportunity presented itself in the heart of the Willamette valley when a school of another denomination came into the possession of certain Baptists in 1857, who, on the 30th of January, 1858, obtained a charter from the Oregon legislature.

This institution was long known as McMinnville College. The present name dates from the 10th of January, 1922, when the board of trustees designated the college as a memorial to the life and work of the Reverend George Fisher Linfield, late principal of Wayland Academy, Beaver Dam, Wisconsin. The memorial was created at the instance of his widow, Frances E. Ross Linfield, who, in appreciation of the work and the ideals of the college, deeded to it several pieces of real estate in the city of Spokane, Washington, representing a total value of more than a quarter million dollars.

LOCATION. — McMinnville, the home of Linfield College, is a city of about 4,000 inhabitants. Its people are interested in education and have always manifested a delightful spirit of cooperation toward the administration and students. The city itself has many attractive features which make it a desirable college town. It is situated in the beautiful Willamette valley, on Highway 99W, and has hourly bus service from Portland. It is also within easy reach of Oregon's attractive coast resorts.

Dating back into the last century, Linfield's forensic program has a continuous record of intercollegiate competition. In the late '80s and '90s special trains were chartered to carry the student body to the state oratorical contests. One of those early orators became a Rhodes scholar and went on to further study and speaking as a teacher and a preacher. From that day to this Linfield speakers have never missed a year of intercollegiate speaking.

In 1924 the Oregon Alpha chapter of Pi Kappa Delta was organized on the Linfield campus. The living charter members of this organization are, without exception, now prominent men in the fields of law, education, the ministry and politics. The first woman was initiated into the chapter in 1926, in which year she represented the school at the National convention held in Estes Park, Colorado. Since that time every National has seen student representatives from the college. In the last tournament held in 1942, Wayne Kuykendall, culminated a successful college career by being one of the two top ranking extempore speakers.

Seventeen years ago the first invitational intercollegiate forensic tournament in the Northwest brought students to the campus from five of the western states: Montana, Idaho, Washington, Oregon and California. Since that time the tournament has operated every year and is now one of the oldest invitational tournaments in the country. In the peak year just before the war, 154 teams competed in debate representing forty colleges and universities from most of the western area and as far east as North Carolina State College.

With the interest stirred up by the college tournament, a high school tournament was begun fifteen years ago. This tournament included high schools in Idaho, Washington and Oregon. Finally, it grew so large that registration had to be limited to Oregon high schools. Each year a large number of interscholastic speakers comes to take part in the eight or nine events offered for competition.

With the combined ideas of Prof. E. R. Nichols of the University of Redlands and Prof. Mahaffey, the first Western Association Teachers of Speech tournament was launched at Linfield. This tournament was held on the campus in the fall of 1931 previous to the meeting of the convention in Portland. From that time on, the WATS tournament grew until today it is one of the major tournaments of the West.

The Linfield tournaments have been responsible for introducing many different types of contests to the student speakers. Impromptu speaking was first brought to this area and each tournament since that time has seen widespread eperimentation in this form of speaking. The one-person debate was first introduced during the war years to enable more students to gain experience. This style of debate is now taking a regular place in many of the tournaments. The student congress, modeled after the Southern Association student congress, was first offered in this tournament to the schools of the West. This tournament was the first on the coast to make after-dinner speaking a regular feature of the program. Special occasion speaking has been scheduled in various forms for several years past.

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SPEECH PERSONALITIES

PRESENTING C. E. GRADY!

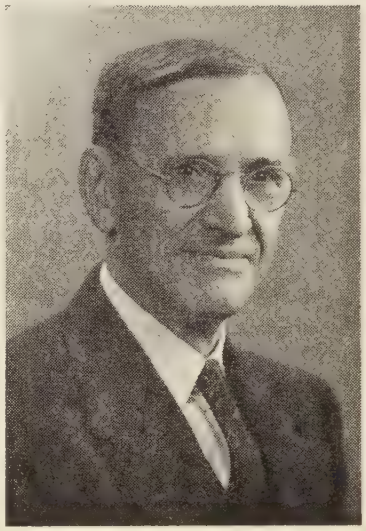
On January 31, 1947, Charles E. Grady, affectionately known to thousands of Oklahomans as "Pop" Grady, will close his books and leave Classen High School to take up his County-wide school duties as the duly elected County Superintendent of Schools for Oklahoma County. This is "Pop" Grady's first political job. But strange to say, his interest in politics was born in him, back in Crittenden County, Kentucky, where his father used to take him to all the political meetings. In those days—like father, like son—he was an ardent Republican. After attending the Marion, Kentucky High School, young Charles went to Northern Indiana Normal School at Valparaiso, Indiana, where he received a B.S. degree in Pedagogy, and to Indiana University, where, in 1908, he received his A.B. degree. He says that the greatest achievement of his college days was that he "went in a Republican and came out a Democrat!"

No doubt his Democratic politics were further enhanced by his first teaching jobs, in Erath County, Texas; in Nendenhall, Mississippi; in Iowa Park, Texas; and in Duckbill, Mississippi, where he met a "sweet Southern belle, Winnie Lee Rose." Mr. and Mrs. C. E. Grady moved northward into Oklahoma—first Cordell, then Clinton, El Reno, and finally Oklahoma City. Since Classen High School opened its doors in 1924, Mr. Grady has been a teacher of history. He added debate to his duties in 1926. He became vice-principal in 1942.

His interest in coaching debate began when he organized Speech departments in Clinton and El Reno High Schools. His first winning debate team represented Clinton in 1914 at the Southwestern State Teachers' College tournament in Weatherford, Oklahoma. But his interest in debate stemmed from his college days; and then, too, he had been inspired by the oratory of the campaigns of 1884 and 1888, during his boyhood.

In private life, Mr. Grady is the father of three sons. Charles, Jr., served in the Navy, is a graduate of the University of Oklahoma, is the principal of Foster High School in Oklahoma City, and the father of Charles III. Robert L., after an interim of Army life, is practicing law in Nowata, Oklahoma. He, too, graduated from Oklahoma University. His son's name is Mike. To keep Mr. Grady's record of impartiality unsullied, the youngest son, James, joined the Marines. Now, he is a student in the College of Engineering at the University of Oklahoma.

Among the thousands of students who have been Grady debaters are prominent college speech teachers, lawyers, Federal judges, salesmen, housewives, business men, doctors—all of whom are glad that one C. E. Grady postponed his entrance into politics a little. Mr. Grady always said, "My desire in life has been not to enter politics except as a means of doing what I want to. I wanted to be a lecturer; my mother wanted me to be a preacher." Preacher he *has* been—lecturer—teacher—debate coach par excellence. He will take to his new job his same enthusiasm, his same interest in young people, and his same fervent belief that speech education, debate, and other speech activities, are the best leadership training for high school and college students. You may expect to see a program of speech education inaugurated in the county schools of Oklahoma County when Grady "gets goin'" as County Superintendent.



C. E. GRADY
Retiring Coach of Classen High, Oklahoma City

"Pop" Grady's many friends and acquaintances all over the forensic world, especially the high school division of it, see him leave his familiar haunts with regret. For many years he has been a part ofthe national high school forensic movement, and often his teams have been on the final platform at national meets. He will be greatly missed, but the best wishes of all go with him into his new educational sphere.

ED. NOTE: This time we present the high school field. It as well as the college and university field, has its noted figures, its faithful and successful teachers and coaches, and also deserves our attention as often as possible. If we seem to incline a bit too much to the advanced rather than the secondary field it is because, all of us, high school as well as college teachers, have studied under the men we are presenting in this division.

Distinguished Service Student

JOHN MITCHELL
State Teachers College, Kearney, Nebraska

UNDOUBTEDLY qualifying for the distinction of "Outstanding Speaker" is John Mitchell, senior at the State Teachers College in Kearney, Nebraska. John probably also would win the title of being the shortest outstanding speaker, measuring just five feet, two inches tall. But his stature has in no way been a hindrance to his remarkable speaking achievements.

As a freshman, Mitchell and his colleague walked off with the Nebraska Collegiate Debate Championship, and since then have continually been on the winning side, last year heading the list in PKD Province of the Plains honors. Since his freshman year, Mitchell has won State College Championships in every possible field —debate, oratory, extemporaneous speaking, and discussion—a record which stands out as the greatest in Nebraska intercollegiate forensic history.

As a sophomore, Mitchell won the western division of the Interstate Oratorical Contest and reached the finals in the United States' oldest contest, having taken top honors in his own state of Nebraska.

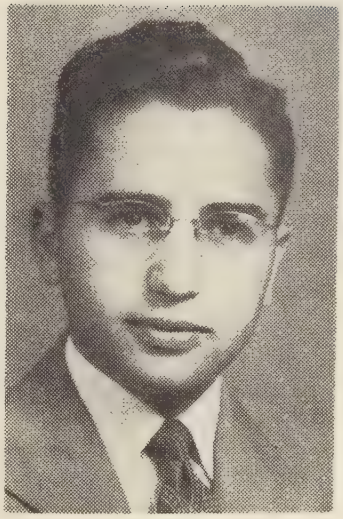
Although Mitchell's contest records are remarkable, most striking is the practical use which he has made of his ability. For the past three years, in addition to his extra heavy school load, he has served as a radio announcer and newscaster on a Mutual Network Station, and at the present time is Sports Editor of the station.

In 1944, at the age of nineteen, Mitchell, because of his background and proficiency in speech, was appointed by the United States Treasury Department as a "dollar-a-year man" with the official title of Student Aid Defense Securities Promotion Specialist, and traveled in that capacity, speaking to colleges and high schools in the middle west. He is one of the youngest "dollar-a-year men" ever appointed.

Throughout his school days the influence of his speech can be detected, being most evident in the fact that in the past ten years he has been Student Council President in every school attended, junior high, senior high, and college included. Last year his reelection to that office broke a tradition dating back a half century, to the beginning of the college, during which time no candidate had been elected to a second term.

With the law background which he plans to attain after graduating from Kearney, John Mitchell will be one of the most potential speakers to be found, and will be most ably fitted to enter the political field, as is his desire.

For these reasons, Nebraska State Teachers College, at Kearney, is proud to introduce through The *Debater's Magazine*, Mr. John Mitchell.



JOHN MITCHELL, *Kearney State Teachers, Nebraska*

DISCUSSION DEBATE — DICHOTOMY OR CONTINUUM

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are important in the presence of an audience of experts.

3. Provision should be made, also, for the student to address a variety of audiences. Too much of our forensic effort is directed into intercollegiate channels. Little excuse, on an educational level, can be found for the kind of program which sends a student into thirty or forty tournament debates per year and places him before an extra-tournament audience but once or twice. When is he to learn how to set forth an important public issue so that the ordinary, uninformed or partially informed person can understand him, and from the presentation be persuaded either to study it more fully or to accept a given point of view? When is he to arise above the attitude that his discussion of a public issue is only a "game", quite detached from any sense of personal responsibility on his part? Certainly, in a club-conscious, program-seeking America, there are sufficient audiences available for the training of our students, and for the fixing upon them of a sense of responsibility for their utterances upon a public question.

Ideally, the forensic program should include discussion, "debate," and advocacy, and it should encompass both intercollegiate and public platform activity. Early in the year study should be given over to an "impartial" investigation and discussion of the problem. Tournaments should test more than one "hypothesis." A place should be found, such as in Professor Murray's "Progression-Discussion" (with changes to assure better testing and more definite advocacy) where the intercollegiate tournaments can, in one gathering, afford an outlet

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College Handbook Division

Edited by EGBERT RAY NICHOLS

NATIONAL INTERCOLLEGIATE QUESTION:
Resolved, that Labor Should Be Given a Direct Share in the Management of Industry.

ALOHA — WESTERN SUBJECT

We, of the West, are about as loathe to say goodbye to the Western Subject on Revising Federal Legislation In Order to Control Strikes and Industrial Disputes as travelers are to leave the Lotus Islands of the Pacific. John L. Lewis certainly did his part to make the subject timely and keep us well entertained while we were holding our tournaments. Frankly, we all enjoyed this debate subject more than any we have had before us for debate for a long time. The subject was hot every minute and aroused violent discussion in class and squad meetings as well as on the tournament platform. We cheerfully recommend it to our fellow debaters in the colleges to the east. As we turn now reluctantly to the question of sharing management with labor Congress will take up our debate and carry on. We predict, however, that Congress will not have as good a time as we did debating this question for they have a responsibility we did not have—and they say "Uneasy lies the head that wears the crown." They may well cry out with Hamlet—"Oh, damned spite, that ever I was born to set it right!"

THE LABOR MANAGEMENT PROBLEM

To begin with this statement is intended beyond doubt to be discussed seriously as a remedy, cure, panacea, or method of settling or evading or getting rid of the strike and industrial dispute: Resolved, that Labor should be given a direct share in the management of industry.

It proceeds upon the assumption that labor after having been paid a satisfactory wage should have a share, a direct share (Pardon me) in the management of industry. To some that will mean a share in the profits of the company or industry at issue. This, upon the assumption that a share in the profits after a fair wage is given will tie labor into the business so steadfastly that the incentive to earn profits and get more financial return will be paramount in consideration. It perhaps proceeds upon the assumption that the real interests of Capital or management and labor or employees are tied together, that they are identical, that what is good for one is good for the other, that they are partners and should work as partners—upon a definite and agreed basis of cooperation. This truly is a great ideal, and if it is realizable in a broad sense throughout industry, what a tragedy that we are off on the wrong foot and have organized our capitalistic system upon the wrong basis—a basis of warfare, hostility, suspicion, and resentment. Is it possible to make a right-about-face and go wipe the slate clean, and begin all over again. Certainly, the affirmative in this debate are advocating an ideal theory, a Christian way of doing business, a representative democracy in industry and business. It is likely to be so ideal that it will be dreamy and hazy, uncertain and perhaps faltering at times in its approach to reality. The practical considerations will be Negative. The affirmative burden will be a tremendous one. They must show a need for a change from the present system, and they must show that a plan of labor sharing in management is the right change, that it will work comprehensively and throughout industry as well as it works in smaller and experimental cases.

The literature on this subject is not too extensive. The Russell Sage Foundation has issued some books on sharing management with labor, and a few articles in the magazines set forth the results of some attempts at sharing management and profits. Whether the experience is extensive enough to build a case upon remains a moot question. The Affirmative can try it, at least they can prove plenty of things wrong with the status quo, at least enough to condemn it as a system worthy

of being retained, but when it comes to abolishing what we have and establishing something new—ay there's the rub. It's a tremendous change, and will require a tremendous motivation. One can get lost in the practicalities and difficulties of the case; there are so many of them.

For instance, one begins to conceive the tremendous nature of this question when he remarks that it does not require unions to operate it. It requires cooperation with the employers and good will toward them—mutual good will, we might say, for the employer must also change his attitude. The changes in attidute are so far reaching that they require the overturn of a system that has taken centuries to build, and the abandonment of a psychology and human attitude that is grounded in human nature and cannot easily be educated out, or persuaded out—and the unions will not want to commit suicide. They will want to retain a powerful place in industry, and are they labor in the sense that management can and will share the control of industry with them. Will not management want to pick its labor partners—will not unions want to pick the representatives that are to share in management. We can easily get all tangled up without definitions, without a strict understanding of terms.

To begin with—what do we mean by labor? Do we include union labor, and unorganized labor?—most surely we must. Is labor any employee who works for wage, salary or hire? Sounds like a reasonable definition but there are difficulties in it. Is a foreman, and department or division supervisor, a buyer or head clerk responsible for a department in a store correctly classified as labor? Or, having administrative duties such as buying and price fixing and responsible for a division or branch or department earning profits—is such an employee sharing management? If not, why all the hullabaloo about foreman and department heads and division bosses joining unions?

Yet could one build a case for sharing management on the foreman, managers of departments and straw bosses in divisions in factory management? What is management? Is it being responsible for successful operation and earning profits, or is it primarily a matter of policy making? What policies are there to be made? Well there is change of models, character of product, quality of product, price fixing, purchasing raw material, stock-piling, contract with subsiduary or parts manufacturers, tool makers, etc. Also there is saving or setting aside for repairs, upkeep, improvement, expansion, taxes, sinking funds, pensions, employers' liability, social security. In fact, we have merely scratched the surface. The business of management is to manage and it is quite a complicated process. Possibly it takes more brains than labor customarily exhibits in handling its own and union affairs.

Labor's job is to produce—theirs not to reason why—theirs not to make reply, but to produce. However, they are vitally interested in shut downs for re-tooling and lay-offs to get ready for new models, and enforced vacations because production exceeds demand. Labor wants steady work—a guaranteed annual, livable wage, and that means enough certain work to earn it. If labor gets into management they may fight necessary measures for advancement that reduce the take home pay. Yet these changes and stoppages of production do take place and are necessary. Evidently before management can share control with labor there must be some method devised of tying the interests of labor up to profits. They will need perhaps a guaranteed annual wage and a share in profits. But if a share in profits—what about a share in losses? That will mean a reduction in the living wage. Labor should not absorb all of this. Management should also take a loss in salary when a loss in the business is sustained. Truly the ramifications of the subject are tremendous. The books of a business will have to be open and common knowledge to all interested or how can all be sure of fair treatment?

Just this feeble attempt to understand two terms of the proposition, labor and management carry us into deep water.

Again what is a direct share? A share is a part or portion or a voice in the control or policy making? What is the force of direct—at least it rules out indirect profit sharing. There must be some voice or representation which determines policies, plans, and decisions made by the so called management. What proportion is a direct share? Is it a minority share or a majority share? If it begins as a minority how long, if unionism is retained in it, before it will be demanding a major share?

All told this question is going to be complicated—after making a few suggestions such as the above—why not turn it over to the debaters and let them wrestle with it. One caution, however, this is no subject for crack-pot ideas, shooting the bull, and glib tongued hot air. The debater should really get down to study and hard thinking. He should know the labor problem from A to Izzard. At this moment I am wondering if it isn't going to be a bit too intangible and complicated and consequently over the heads of Dottie Dimples Coed and her boy-friend Happy Go-Lucky College-joe. I shudder to think of what Windjammer Pete is going to do.

John A. Schutz is the new coach at California Institute of Technology. His college will entertain the February Tournament of the California Tournament Association.

Albert Lovelady of Pepperdine College and Rowan Lunsford of the University of Redlands are the new Speech Department at Compton (Calif.) Junior College. They are reviving debate and speech contests at Compton and entertained the first tournament of the season for Southern California colleges Nov. 15-16.

ORATORY SECTION

EVAN E. ANDERSON, Editor

Shylock-- Specimen Character Oration -- Literary Type

By ROY C. McCALL

SHAKESPEARE has personified the tragic history of a race in the dramatic figure of Shylock. Into this one personality he has crowded all the conflicting emotions, all the burning hatred, all the revengeful spirit of a wronged people. He is the epitome of Jewish history; the embodiment of a race.

Into Shylock, the Hebrew, Shakespeare has interwoven Shylock the man—a man with all the passions, all the weaknesses, all the virtues, and all the strength of a living, throbbing personality. As he is cursed with race heritage,—barred from society by an insurmountable wall of prejudice,—he responds with all the hatred and passion peculiar to humanity. Let us see him as Shakespeare presents him, viewing every side from the sarcastically humorous and the tenaciously vengeful to the divinely noble, from which all the genial sap of humanity has been pressed by accumulated injuries. Watch him first as the money lender—bargaining with those who have wronged him. He is a pathetic figure, bent and bowed by the rough and heavy hands of .time. Can you see him, driven from his home, repulsed by society, hated because of his religion and his race, denied the self-expression, the friendship and the love his soul requires. Spurned by his fellowmen, he has turned to the gathering of money to give him power—power over his persecutors. Surrounded by enemies he is at once too proud to conciliate and too weak to oppose, he can have no life among them but money, no hold upon them but usury. And for this one ability he reaps more hatred than for all his religion, his avarice, and his venomous desire for vengeance. Hear his reply to Antonio's request;

> "Signior Antonio, many a time and oft
> In the Rialto you have rated me
> About my moneys and my usances.
> Still have I borne it with a patient shrug,
> For sufferance is the badge of all our tribe.
> You call me misbeliever, cut-throat dog,
> And spit upon my Jewish gaberdine,
> And all for use of that which is mine own.
> Well then, it now appears you need my help.
> Go to, then! You come to me, and you say,
> 'Shylock, we would have moneys;' you say so—
> You, that did void your rheum upon my beard,
> And foot me as you spurn a stranger cur
> Over your threshold; moneys is your suit.
> What should I say to you? Should I not say,
> 'Hath a dog money? Is it possible
> A cur can lend three thousand ducats?' Or
> Shall I bend low and in a bondman's key,
> With hated breath and whispering humbleness,
> say this:
> 'Fair sir, you spat on me on Wednesday last;
> You spurn'd me such a day; another time
> You call'd me dog and for these courtesies
> I'll lend you thus much moneys?"

What a store of cold and penetrating sagacity linked with malign and remorseless guile! There we see him craftily plotting, but even in his chicanery unable to

resist the temptation of reminding Antonio of past injuries.

Note him again as the grief-striken father. Jessica has left him alone in the world, stealing his money to run away with a gentile. Upon the Rialto, rebuked on every corner, scorned on every turn, his resentment rising higher at each new insult, he bitterly tries to suppress the desire for retaliation. As he walks with bent head and aching breast Salanio hails him. "How now, Shylock? What news among the merchants?" And the deserted father, pointing an accusing finger at the mocker, his voice trembling with emotion, "You knew, none so well, none so well as you of my daughters flight." And the two young men laugh at him and taunt him as boys would torture a defenseless and cringing dog until at last, all the bitter remorse of his heritage bursts forth against Antonio: "He hath disgraced and hindered me half a million; laughed at my losses, mocked at my gains, cooled my friends, heated my ememies and scorned my nation. . . . . And what's his reason? I am a Jew." There is the key-note of his affliction! He is a Jew! And as he reasons: "Hath not a Jew eyes? Hath not a Jew hands? Is not a Jew warmed and cooled by the same winter and summer as a Christian is?" What a mixture of bitter gall and pathos! For a moment he has forgotten the loss of his daughter, but the entrance of Tubal is a signal for the return of his grief. "How now Tubal? Hast thou found my daughter?"And at Tubal's reply that he often came where he heard of her, but could not find her, he is torn between paternal love for his daughter and miserly greed for the money she has taken. "Why, there, there, there, there! A diamond gone, cost me two thousand ducats in Frankfort. The curse never fell upon our nation till now. I never felt it till now. Two thousand ducats in that; and other precious jewels. I would my daughter were dead at my foot and the jewels in her ear! Would she hearsed at my foot and the ducats in her coffin!" But his grief and avarice are swallowed up in his hatred for Antonio and joy at loss of his ships at sea. "I thank thee Tubal. Good news! Ha! Ha! Good news!" But again, when he hears that Jessica is squandering his ducats, "Oh, thou stick'st a dagger in me, Tubal. I shall never see my gold again. Four score ducats at a sitting! Four score ducats!" Betrayed by his daughter, robbed of his power, scorned by his offenders, his personal hate banishes his greed and he grows generous——generous in the prosecution of an aim toward vengeance.

By the grace of God he knows that a share of the sun's warm rays were made to shine on him, but by the fate of heritage his soul is bound in darkness, and the rusty chains of race distinction hold him in eternal bondage. In vain he struggles in his fetters, beating hard against the heavy doors that have shut him from the world, and at last gives up—despairing, and devotes his soul to vengance. Revenge! That becomes his obsession. Hear him rationalize his stand. How near it approaches justification. "If a Jew wrong a Christian, what is his humility? Revenge. And if a Christian wrong a Jew, what should his sufferance be by Christian example? Why, revenge. The villainy you teach me I will execute! It shall go hard but I will better the instruction." The villainy you teach me I will execute! Deep down in the dark recesses of his soul where once flitted the lights of kindness, there smoulders the fire of hell. The finer Shylock never shows himself. Only the baser side of his nature comes to the surface to form a shell of growing indifference, fed by the food of bitter thoughts. His avarice, his affection, his patriotism, his cunning all concur to stimulate his enmity. All else fades from his mind. The loss of his daughter, his ducats, his jewels—even his precious ring—thoughts of all these give way to the burning desire to kill Antonio, —to exact his pound of flesh. For "If it will feed nothing else, it will feed my revenge." In the desire to taste that morsel, sweeter to him than all the luxuries of Italy, more precious than all the jewels of India, he becomes superhuman—mastered by one flaming passion that has silenced all other thoughts. But in the very act whereby he thinks to avenge his wrongs, the national curse overtakes him. In standing up for the letter of the law against the pleadings of mercy, he has strengthened the hands of his enemies and sharpened their weapons against himself; and the malignant and monsterous Jew sinks at last into the poor, pitiable, heart-broken Shylock.

Note the pathos of him in defeat. From the lean old figure entering the court-room, his eyes shining with the confident light of victory, gloating over the downfall of his enemy—a human harpie contending stubbornly for his bond—he is changed by one smashing blow to a beaten, crushed and helpless old man. The Shylock who boasts, "Thou call'st me dog before thou had'st a cause, but since I am a dog beware my fangs" is overwhelmed. The Shylock who cries out "Upon what compulsion must I be merciful? Tell me that," Humbly begs for sufferance. "You take my life when you do take the means whereby I live. I pray you give me leave to go from hence. I am not well." Crushed and beaten, the homeless wanderer, rejected and despised of men, chastened in mind, despairing and anguished in soul, totters weakly across the stage, and his feeble old legs completely vanquished for a moment crumple under him and he falls—the spark of life glowing, Oh! so faintly. But as Antonio helps him to his feet the old fire blazes up again and he strikes the Gentile's helping hand away as if contaminated by a leper's touch, and wrapping his Jewish gaberdine about him, he walks out in all his dignity, without one backward glance, every inch a Jew.

In that stately figure is reflected every line of national character; all the provoking pride, all the un-

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THE LITERAY CHARACTER TYPE OF ORATION

E. R. Nichols

In this issue we print an example of the Literary Character Type of oration. Other examples of this kind of oration may be found in the volumes of the *Interstate Orations* published by Crane and Company, of Topeka, Kansas, several years ago. I refer to the orations on Iago by Robert M. LaFollette, Beatrice and Margaret by Laura A. Kent; Satan and Mephistopheles, by Olin A. Curtis in Vol. 1, and Hamlet, by William Rees Davis, in Vol. 2.

The analysis of a character great in literature or of the work of a great author is attractive to a certain type of mind, but it is a limited type—hence the scarcity of this kind of production. It can never be a popular form of college oratory because the average student does not possess the critical ability to produce a successful speech of this nature. The audience as a rule is not so greatly interested and the judges often are not attracted by this style of work. On the other hand a high percentage of success has been scored by the literary oration considering the number of times it has been attempted, that is, in comparison to the frequency of other kinds. The reason for this higher ratio of success is that the literary oration has seldom been chosen by the incompetent. The orators who have written this type of oration have been artists, geniuses, students endowed with ability beyond the average—considerably beyond the average. They have consequently been rather successful. Had the literary type been attempted as often as the problem type of oration, its percentage of success would probably be less than that of the latter.

Like the philosophic oration this kind depends upon appeal to the artistic nature. It seeks to gain approval and to please the tastes of the cultivated. It is also in danger of becoming an essay rather than an oration. It is handicapped by having to win attention whereas attention may be given some other types gratis. It gives opportunity for skilful literary analysis, beautiful and ornate writing, display of knowledge of human nature, of literature and of art in an effort to explain and popularize them. It is an attractive form of oratory to the student having the ability and the literary training, and there is no reason why the type should not be as successful now as it has been formerly. Discussions of orators and of oratory have recently been quite successful subjects, and they are practically orations of the literary type, although a discussion of an orator is classed with the Character type. In fact, one has here a combination of the two types which should prove rather advantageous.

Mr. McCall's oration might be most severely criticised perhaps for the large amount of quotation, and in some contests would be ruled out upon this ground.

It does possess one great advantage in the use of quotation and that is the opportunity for interpretation given by the inclusion of the famous speeches of Shylock. As a matter of fact Mr. McCall did this so well that he walked off with the honors in every contest in which he entered this speech.

A study of the other orations of the type named at the beginning of this article will show perhaps even better the skilled use of literary criticism involved in this type of speech.

DEBATE TECHNIQUES

AN ATTEMPT TO ANSWER SOME QUESTIONS ON JUDGING

George M. Musgrave

In 1936, with the publication of "Modern Debating" (W. W. Norton and Company, New York), Nichols and Baccus called attention to half a dozen situations in debate where the proper judging procedure was not at all definitely established. These appeared on pages 377-378 of the book.

I wonder if our thinking has not progressed far enough in the last decade for these questions to be answered. At any rate, I intend to try, and then let Professor Nichols add his comments to these answers to the questions he posed in 1936.

> *First: Unrefuted False Evidence.* The judge knows that the evidence is untrue or is being misused. The debaters allow it to pass. Should the judge penalize for the use of such evidence, or allow it to pass since the debaters do not know their subject well enough to expose the opposition?

If the judge is absolutely *certain* the evidence is false, he should penalize severely for dishonesty; by this I mean he should give the decision to the opposing team without hesitation. If he merely *suspects* that the evidence is false, he cannot, in all fairness, penalize the team at all; we do not put persons in jail because we suspect them of being thieves, and we do not penalize debate teams unless we know what we are doing. A coach, of course, should not tolerate dishonesty on the part of his team. In my own experience, I have never known or suspected a team of deliberately manufacturing false evidence, and I doubt that it happens often, if ever.

The misuse or misinterpretation of evidence is a dif-

ferent matter, and that part of the question can be answered in connection with the problem posed below.

> *Second: Unrefuted Illogical Thinking.* Suppose the judge sees fallacies and inconsistencies in the reasoning processes that the debaters do not see or do not point out and refute. Should he give the debaters credit for a correct case or penalize them for their faulty reasoning?

It is the job of the opposing team to point out fallacies of reasoning that exist. The teams are debating each other, not the judge. The *facts* must be accurate; the teams must thrash out for themselves the *interpretation* of those facts.

> *Third: Omitted Arguments.* Suppose the judge knows the case well enough to know what arguments the debaters should have used to make their case sound and convincing or complete—and such argument does not appear in the debate. Shall the judge penalize the debaters for their failure to be well enough prepared? If the debate is about even, how shall he decide it? Shall he decide against the debaters who failed to see and realize their opportunity? Must he always judge a debate merely upon what appears or may he consider sins of omission as well as sins of commission?

The judge has no business penalizing a team for failure to bring up the judge's pet arguments. As mentioned above, the teams are debating each other, not the judge. His job is to listen to the debate and render his decision on the basis of what occurred, not on what might have occurred. Only in this way will he really be measuring the relative skill of the two teams, as exercised in that particular debate.

> *Fourth: Omitted Plans.* Does the judge have a right to insist upon a plan or substitute plan, when the debaters could have but do not include one? Has the judge a right to overrule the strategy of a debate and condemn the debaters for not doing what they regarded as unnecessary? Has the judge a right to decide what ought to be introduced into the debate and whether a plan is necessary? How shall he decide when the debate is about even? Shall he penalize the side which shirked its burden and might have clearly won if it had introduced a plan? Some judges do penalize a side which fails to live up to what they think are requirements of a subject, and if the coaches will not allow their debaters to abandon the strategy of omitting the plan, there is a conflict over what the debate should be. The judge, of course, should consider strategy, but he does not have to accept it as the proper strategy applied to the case in hand.

The affirmative must explain enough of its plan to make possible a negative case based on impracticability; the affirmative is not, however, required to explain minute details. If the affirmative fails in its duty, and the negative insists on an explanation of the plan, the judge's job is to support the negative.

The negative is never required to offer a counterplan; it may choose to defend the *status quo* instead. But if the negative does recommend a counterplan, it has the same duty with regard to an explanation that the affirmative has for its plan.

I do not consider omitting the plan a true strategic device. But regardless of one's opinions of the effectiveness of this procedure, it is used often enough so that it must be considered legitimate. Legitimate, that is, until the other team calls the bluff and insists that the plan be explained.

The explanation, of course, must occur early enough in the debate so that the opposing team has at least one constructive speech in which to point out the disadvantages; otherwise the disadvantages could not be pointed out at all, since they are new arguments not permitted in rebuttal.

If a team can withhold its plan without breaking this rule, it may do so without criticism. But if the team is clumsy or inept enough to break the rule, it has unfairly taken advantage of the opposition and can expect to lose the decision.

> *Fifth: Failure to Substantiate a Case or Plan.* When a debate is practically even in all consideration, but the affirmative has not fully established its case, and the negative has not succeeded definitely in overthrowing the affirmative case, who should get the decision? Must the affirmative be penalized for not fully establishing its case, even though the negative has not really pointed out the shortcomings of the affirmative? Should the judge try to make up his mind which has failed the more signally in performing its duty in the debate and decide upon this basis?

The criterion is this—did the affirmative succeed in showing that its plan should be adopted? If so, it gets the decision. If not, the negative gets the decision. When the case of each team is partially refuted, as happens in most debates, the judge simply contrasts the *established* affirmative arguments with the *established* negative arguments and determines whether, on the basis of these arguments alone, the affirmative succeeded in showing that the plan should be adopted. Of course, the same difficulty exists with respect to the individual arguments, but I've always found it a lot easier to say, "The affirmative succeeded in showing that its plan will bring about this advantage," than to say, "The affirmative succeeded in showing that its plan should be adopted" without considering the individual advantages and disadvantages first.

The different possible positions of the teams, and the decision in each case, are summarized in my book and have been published in earlier numbers of this magazine. I won't bore you by reprinting them here.

> *Sixth: Weak Strategy.* Should the judge jenalize weak strategy or weak and illogical analysis if the opposition does not see and point out the situation? If the debate is inconclusive and neither side has done its work acceptably, what should be done? Usually the judge wants to decide against the weaker side, but how shall he determine which is weaker? Is weak strategy worse than failure to refute and reason logically?

The job of the judge is to record and analyze what took place, and reach his decision accordingly. *Why* the

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DISCUSSION DIVISION

Wayne N. Thompson, University of Missouri, Editor

The editor of the Discussion Division, Professor Wayne N. Thompson, of the Speech Department of the University of Missouri, would be glad to receive articles and contributions suitable for publication in this department of the magazine.

Steps in the Discussion of a Problem

EUGENE C. CHENOWETH, PH.D.
Director of Forensics, Indiana University

ATTEMPTING to consider a problem without following systematic discussion steps is like trying to build a house without using a blueprint, a square, and a level. Though this be true, observation has shown that much of the discussion carried on today is aimless and futile, because it follows no well-ordered plan of thinking. This weakness in discussion is not the fault of the participants, but is the failure of many discussion writers to emphasize the actual systematic steps in the consideration of a real problem facing a group of people. The purpose of this paper, therefore, is to outline briefly the steps in the discussion of a question.

First Step: *Get acquainted.* After the members of the group are seated conveniently, preferably around a table or in a circle, proper introductions should be made if the discussers are not already acquainted. Perhaps the easiest method of introduction is to ask each member to state his name. In the panel-forum and the symposium-forum the discussers should be introduced to one another before taking their places on the platform. Then they should be introduced to the audience.

Second Step: *Select and state the question.* The leader states the discussion question if it has been selected. If not, a practical, timely, vital, and suitable discussion question is selected by the group.

1. Select practical questions. People are concerned about questions pertaining to the home, the school, the church, the community, the state, and the nation. They are interested also in international matters that affect the nation.
2. Discuss timely questions. The group should consider problems which are of great importance to the individuals at the present time.
3. Discuss vital questions. The employment of sixty million people, the education of youth and adults, the settlement of labor-management disputes, and the security of the American farmer are topics worthy of intensive and extensive consideration.
4. Select questions suitable to the group. Questions on which the group can gather information, and those which meet the needs and aims of the discussers are considered suitable.

After the question has been chosen for discussion, it should be stated in such a manner as to comply with the following rules of construction:

1. State the question in a complete sentence. Fragmentary sentences, which do not state the issue clearly and completely, prevent the group from understanding the question thoroughly, thus making it difficult for the discussers to make progress toward a practicable solution.
2. State the discussion question in such a way that the answers are not "yes" on one side and "no" on the other. Instead of saying, "Should the United States cooperate with Russia?" and "Should we consolidate our school district?" the questions should be rephrased to read, "How can the United States get along with Russia?" and "How can we provide the best education for our children?" The revised ques-

tions will evoke many suggestions while the former usually will cause debate, which is not desirable in discussion.

3. State the question so that it is limited to one specific problem. It is unprofitable to attempt to discuss a question that includes two or more independent problems.
4. State the question clearly, briefly, simply, and accurately.

It should be remembered that the group may wish to modify the statement of the question to clarify it as the discussion progresses. Such revision is highly recommended.

Third Step: Define and limit the question. Explain the discussion problem concisely. All unfamiliar words, such as "parity," "imperialism," "communism," and "subsidization," should be defined accurately. The discussers may use a dictionary to define many words. Oftentimes, however, it is necessary to turn to books on sociology, economics, political science, or agriculture to arrive at concise definitions of some words and terms.

Illustrations may be used to good advantage in defining the question. Contrasting and comparing the question with more familiar problems may also assist in clarifying the meaning of the question under consideration.

The discussers should state specifically what is included in or excluded from the question. The boundaries of the problem should be drawn so carefully and plainly that everyone can understand what the question means before any attempt is made to consider the problem.

As the discussion proceeds, it may be necessary to redefine the limits of the question. It may be found to be too narrow, or it may be too broad. At all times the discussers should leave their minds open to new evidence which may alter what has gone before. Inasmuch as reflective group thinking invariably brings about many amendments and modifications, the purpose of discussion would be defeated if the group ignored these changes.

Fourth Step: Analyze the problem. After the question has been defined and limited, the next step is analysis. Solutions can not be suggested wisely until a thorough study has been made of the difficulty facing the group.

The aim of analysis is to serve two purposes: First, analysis will assist the group in discovering the nature, extent, effects, and causes of the problem. Second, analysis will help the group to set up goals or desirable situations to be gained by solving the problem.

The answers to specific questions will assist in analyzing the problem or main question.

1. What is the extent of the problem? Example: What is the extent of youth delinquency?
   a. How many youth delinquents are there?
   b. What age limits does youth delinquency include?
   c. In what parts of the community, city, or state is youth delinquency most prevalent?
   d. Other questions may be asked about the extent of youth delinquency to throw light on the question.
2. What are the effects of the problem? Example: What are the effects of youth delinquency?
   a. Truancy.
   b. Drinking.
   c. Stealing.
   d. Social diseases.
   e. Destruction of health.
   f. Illegitimate children.
   g. Murder.
   h. Other defects.
3. What are the causes of the problem? Example: What are the causes of youth delinquency?
   a. Both parents work away from home.
   b. Parents plan their social activities but neglect their children's entertainment.
   c. Some children have too much money.
   d. Other children do not have enough money.
   e. Home life is neglected.
   f. Parents abuse their children.
   g. Other causes.
4. What goals or desirable situations does the group wish to gain as the final results?
   a. What desirable results should the solutions to youth delinquency bring about?
   b. What advantages should suitable solutions produce?
   c. What disadvantages should be avoided?
   d. What standards of practicality should be considered: cost, time, management of youth centers, cooperation by youth and parents?

It is recommended that facts and expert opinions be used to aid the discussers in arriving at a sound analysis of the problem. When using facts the discussers should ask themselves these questions:

1. Are the facts accurate?
2. Are the facts reliable?
3. Are enough facts used?
4. Do the facts seem to be consistent within themselves?
5. Is the person who produced or reported the facts mentally, physically, and morally qualified? Was he in a position to observe and to get the facts?

The authorities whose expert opinions are used in discussion should be put to rigid tests, as follows:

1. Do the authorities seem to be consistent in the statement of their opinions?
2. Do the authorities state their opinions clearly and accurately?
3. Do reliable authorities actually state the opinions?
4. Do several authorities express opinions on the specific question?
5. Are the authorities mentally, physically, and morally qualified to express opinions honestly and accurately?
6. Are the authorities free from prejudice and personal interest in the question?
7. Will the group accept the expert opinions of the authorities?

Fifth Step: Suggest several (three, four, or more) solutions to the problem. To keep them before the

group, write the suggestions on paper or on the blackboard. In this step no attempt is made to evaluate the solutions. If other suggestions occur to the members of the group later in the discussion, these proposals should be listed with those already enumerated.

Sixth Step: Evaluate the solutions one by one. Consider each proposal separately. The following definite hints may assist the group in evaluating the solutions that have been suggested.

1. What are the advantages of the first solution?
2. What are the disadvantages?
3. Is it too costly in time, money, and man power?
4. Will the suggestion work?
5. Will the people cooperate in carrying out this proposal?
6. Will the solution produce many benefits? Name them.
7. Use facts and expert opinions to support your statements. Subject these facts and opinions to tests as indicated in the *Fourth Step.*
8. Evaluate the second, third, fourth, and other solutions in a similar manner.

Seventh Step: Select the best solutions. Weigh the various suggestions carefully and select those which seem to be the most practicable.

Eighth Step: Put the solutions to work. Make plans to put the most practicable proposals to work. The group may wish to do some of the following:

1. Decide when and how to put the solutions to work.
2. If necessary, raise money to finance the project.
3. Enlist the assistance of all individuals interested in solving the problem.
4. Publicize the project.
5. With the approval of the group, the chairman should appoint a committee from the members of the group to see that the necessary steps are taken to put the solutions to work.
6. Take other necessary steps to put the plans into operation.

Experience has shown that greater progress is made when a discussion group follows steps similar to the ones set forth in this paper. Occasionally, however, it is wise to depart from a rigid adherence to these steps in order to meet the needs of specific discussion situations. For example, it may be necessary to restate or to redefine a question after a partial or complete analysis of the problem has been made. It may be advisable, moreover, to go back and re-evaluate some solutions after others have been appraised. Nevertheless, it is recommended that discussers follow systematic discussion procedure.

SPEECH CONTEST SECTION

WASHINGTON

By ALBERT MANN

ED. NOTE: This issue it is our privilege to present a juvenile or high school oration, fresh from winning three contests among the secondary schools of Washington. In addition to winning state-wide contests the young orator, Albert Mann, of Lewis and Clark High School, Spokane, won $625 in prize money, and has been spending his summer vacation addressing Rotary and Kiwanis clubs and other gatherings in and around Seattle and in various parts of the state. Young Mann seems not only to love oratory, but is adept at practical speaking on every day occasions.

SINCE FIRST the navigator Perez beheld the soaring rugged Olympics, six generations ago, and named their crowning peak for a Saint, those men who have known our state of Washington have exulted in its glories and wonders. These are expressed in the words of a Poet:

"Land of the West I speak for thee,
Washington my Washington
Thy sea-washed shores I love to see,
Washington my Washington
From Mica's peak to Tatoosh Isle,
Thy bounteous wealth exacts a smile
You bid us all, our cares beguile—
Washington my Washington."
Washington my Washington

How well this writer knew his state. "Thy bounteous wealth exacts a smile." "Thy bounteous wealth—." Indeed ours is the richest of America's young states. The wheat of Washington's broad Palouse and coastal belts is nationally known for its excellence and abundance. The oat and forage fields of our rich sea-board valleys pasture dairy herds unexcelled for quality and productivity; even grazing land of the interior fattens herds of prize beef cattle. Washington fruits have no equal on world markets. Our wealth extends, too, to minerals for we possess bounties of coal and untouched beds of magnesium, aluminum, zinc, lead, copper, and gold. These deposits are among the world's most plentiful. Washington has the greatest water-power potential of all the states.

There can be little wonder then that manufacturing is daily increasing in importance. Among our nation's outstanding industrial plants for war and peacetime production are: the great Boeing plant, the Aluminum and Magnesium mills of Spokane, the ship-yards of the coastal cities, and the Hanford Project which focused the eyes of the world on Washington. Our commerce is increasing, our highways are the nation's best, our railroad system is complete, our harbors are unequaled in the world. What other state can boast such a roster of commercial ports as Seattle, Tacoma, Everett, Belling-

ham, Port Angeles, Hoquiam, and Longview, all gateways to the world. The ballard locks, second largest salt to fresh water canal ever built, are portals to Lake Washington, whose 200 sq. miles form the largest and safest anchorage in America. The national government has recognized the strategic location of our harbors by constructing one of the nations largest naval bases at Bremerton.

What other region of our nation can boast such abundance of raw materials? Progress not only enhances the value of our natural resources, but it extends also into our rural areas. Rural and urban districts benefit by the mighty hydro-electric projects of the Columbia. Irrigation projects, on a scale never before contemplated, insure the conquest of our last frontiers. Our progress, in its immense scope, is charged with breath-taking potentialities.

The people of Washington, settlers old and new, have at their command vast unopened treasuries of wealth. The state is being developed to the point of supreme importance and power.

The wonders of this state are myriad. Nor are they confined to industry, resources, and potential power. Instead we may justly claim the greatest variety of wild flowers to be found anywhere. Mount St. Helens guards a deposit of rare jewels whose extent is unknown. Washington's history is worthy of that of a nation. Its Indian wars and massacres, border disputes, deeds of heroic pioneers, and its political development are unique. Our system of education public and private, university and secondary, bows to that of no territory, state, or nation in the world.

The poet of Washington must have gazed at the rugged surface of his state when he afforded or potentially afforded by the state. Our hunting is unsurpassed not only because of the abundance of game and wild life in its natural habitat but because of the wisdom of our state fathers who instituted laws for the protection of our reserves. Today the rugged mountains and rough hill-lands that we know are a magnificent paradise for the sportsmen. Soo too, are the deep blue waters of the sound, and the sea whose fish provide abundant activity for net and hook anglers. The Olympics and Cascades are not only breeding grounds for salmon and trout but are the most accessible, the most satisfying and the most thrilling haven for the mountain sportsmen. Those who have climbed both Rainier and Matterhorn know that Rainier is the more thrilling climb of the two. No other state can boast a range surpassing the Alps.

Although an hour's speech would be insufficient for glorifying the magnificence of this state's wealth, the briefest moment may describe its beauty. Beauty of land is expressed not by the voice to the mind, but by the eyes to the heart. The rugged face of our state, be its expression the frown of low pine-mailed crags in the East, the proud composure of broad awesome forests which stretch endlessly to the North, or the ecstasy of soaring spires in the Cascades, imbues the very ether with a soul of freedom and inspires our people. Its soul transcends all the pettiness of smaller things. Its essence embodies that wild and untutored spirit that challenged the pioneers to conquer the land. None can stand in the Cascades beneath sheer walls of rock whose ermine peaks so freely meet the clouds, without being filled with awe and reverence. None can view the forests of the Pend Oreille without a cry of admiration and a sudden sweep of mighty pride.

From the top of many hills the traveler on the road beholds endless miles of wheat and his soul responds, "All that is mine", "All that is mine," and ours. This is Washington. Grain is as much a part of our wealth as the minerals of the earth or forests of the mountains, or the sweet and lush pastures of the dairy lands. All Washington is so mantled with beauty that there is no spot in the width or breadth of the nation that excels our own beloved state.

This is our state. It is rich; it is beautiful, and it grips our hearts with pride. Those generations before us, the generations to which we speak today have placed their trust and all their hopes in the future of Washington. So, too, shall it be our privilege to work for the realization of the great future which awaits us. Those who follow in our footsteps may thank the divine Creator for the endowments of nature and the work of the Pioneers in creating the state of Washington.

WELLS-O'NEILL CONTROVERSY

Continued from Page 220

basic ideas — O'Neill's insistence that the decision must go to the team doing the better debating and Wells' insistence that the decision must go to the team doing what the proposition demands. It is hard for us to understand today why the participants could not agree that the team doing the better debating *does* do what the proposition demands, and conversely, that the team doing what the proposition demands must of necessity be doing the better debating.

But perhaps it is just as well. If the two contestants had been willing to get together on this basis, the controversy would have been over, and as it was, ten more articles appeared in the series, including some of the best. Let us go on:

> O'NEILL: Mr. Wells' position seems to be accurately stated in the following sentence: "The judges must pass upon the arguments presented as though they were exhaustive of the subject. The task of the judge, therefore, is to place himself in the position of one who has no opinions or knowledge of the subject, other than what has been presented, and to make the decision which any reasonable and intelligent person would predicate upon the premises. In other words he will say: A reasonable human being, wholly uninformed upon this subject, having heard this argument, ought to be convinced that the affirmative is right. Or, if the contrary: that the affirmative has failed to prove its case (has not sustained its burden of proof)."

This is the clearest statement I have seen of the stand taken by those who desire a "juryman's vote" in contest debating, rather than a "critic's vote". Stated thus baldly, it ought almost to refute itself. Just think of the pretense, the assumption, the make-believe you have to go through to work this combination in contest debating. (Note: Then followed a list of assumptions said to be necessary, with particular emphasis on the assumption that the arguments presented are exhaustive of the subject.)

Suppose we go through the motions, make all the assumptions, and play our parts without a single lapse into reality from beginning to end. The decision is rendered, say for the affirmative. What is it? Simply this: that considering all of the above mentioned assumptions (and perhaps a few more), granting the truth of all of these conditions (a number of which everyone in the hall may know to be utterly false) *the affirmative side of the question is right!* Does this mean the judges believe in the affirmative? No, the judges' beliefs and knowledge are eliminated, by hypothesis! It means that the evidence and argument presented by the affirmative side was stronger than that presented by the negative side. No, this is not quite correct. This still smacks a bit of reality. It does not mean that the judge in the light of his knowledge and experience in politics and economics actually believes in the evidence of the affirmative: but that he thinks that an intelligent and reasonable human being who did not know anything about politics or economics *would believe* in the evidence of the affirmative, that is, *assuming* so and so.

But what of the debaters on the affirmative team? Did they themselves apparently write what they spoke or read? This is irrelevant under our system. They had the goods — that is, a man who did not know anything about the question would think that they had the goods — that is on certain assumptions, he would so think — at least the judges think he ought to! But did they know more about the question than the negative? Irrelevant. Did they know how to analyze and explain the question better than the negative? Irrelevant and immoral. It raises the question of personal ability or skill in debate, and pureminded people do not think of such things. Were the members of the affirmative team better speakers? Horrible! I can answer no more of your questions.

My point is that a decision should be made which is based upon how much the debaters appear to have been equipped and educated in this field of endeavor, and the decision should always be given to the team which shows superior attainment. And why not? Is it because this concept cannot be analyzed and defined sufficiently? Well isn't it as easy to define skill in debate as in landscape painting, story writing, or poetry? We have contests in these, and in scores of other lines of human activity, which no one would ever think of judging on any other basis than that of ability shown in the art concerned.

—"The Juryman's Vote in Debate", 3:346-355, October 1917.

In the above article O'Neill not only demonstrated a brilliant mind but also a first-rate sense of humor. Many persons in Wells' shoes would have felt like curling up in a corner somewhere and hiding. But Wells still wanted attention paid to whether the team does what it is required by the proposition to do.

WELLS: O'Neill's article presents the first serious attempt (which I have seen) to elucidate the application of "the critic's vote" to the judging of debate. However, his article is not as lucent as it might be, for no attempt is made to tell us specifically how the system works. Professor O'Neill does say: That it is "as easy to *define* skill in debate as in landscape painting, story writing, or poetry," but it does not follow that it is easy, or even possible, to judge debate upon that basis.

Professor O'Neill says that the judge should "think in terms of the *ability of contestants* rather than in terms of strength of cases or weight of evidence." How will we consider industry in research, except in respect to its beneficial effect upon the strength of the case or weight of the evidence? Will we not insist that research be directed consistently and intensely to the "advancing of the case"? Professor O'Neill insists that the judge shall reward dexterity in strategy and debate tactics; but how can he do so, except by relation to their promotion of the strength of the case?

—"Judging Debates, I", 4:76-92, January 1918.

With Wells wanting the decision to go to the team doing what the topic demands, and with O'Neill wanting the decision to go to the team doing the better debating, the two still could not see eye to eye. O'Neill continued:

O'NEILL: It ought not to be necessary to say that of course any research considered ought to bear on the question. But the debater who shows clearly that he knows more about the question in all its relations and all its details than does his opponent, may not have the opportunity to present the *stronger* evidence. He cannot have it if the stronger evidence happens to exist on the other side. Of course no one wishes the case or the evidence to be *ignored*. These things should be considered, along with other things, for whatever light they throw on the proper question to be decided: *Which team has done the better work?*

—"Judging Debates, II", 4:76-92, January 1918.

In the above article O'Neill put his finger on the real reason the two could not agree. O'Neill believed that the judge could not determine which of the two teams did the better debating by noting which of the two teams did what the proposition required because of the possibility that the proposition be one-sided. Wells evidently believed that since no proposition is ever exhaustively covered in debate, and since no team ever reaches such bed-rock "truth" that refutation is impossible, the team doing what the proposition requires is the team doing the better debating; but Wells did not put up an effective argument for this point of view. Instead, he wanted to point out flaws in the O'Neill-Sarett score sheet system but could not; O'Neill had not yet fully endorsed Sarett's proposals and had not given much of an explanation of what he wanted the critic judge to use as the criterion for determining which of the two teams did the better job.

WELLS: I am charged with holding a perverted conception of debating skill. If this be true, I feel that I ought to be forgiven, for there has been a singular absence of due explanation of the practical application of the "critic's vote". I want to know just what [Professor O'Neill's] process [of judging] is, and I haven't been told.

—"Judging Debates, III", 4:76-92, January 1918.

This, of course, brought an immediate reply, but one which still did not say how the judge was to determine the team doing the better debating. By implication, O'Neill was recommending the Sarett system (in which the judge is given a list of "elements of effective debating" and he determines which team excelled in each; then, putting these elements together in some manner not explained by either Sarett or O'Neill, he determines which of the teams did the better debating).

> O'NEILL: The practical application of the critic's vote is simply this. Judges are chosen who know what constitutes good debating, respectable teachers who have a real interest in promoting correct standards preferred. Each judge listens to the discussion and at its close votes for the team which in his opinion is made up of the better debaters. In many places this system is used with a single judge rather than a board. The judge or judges should give orally or in writing the reason for the decision.
>
> If Judge Wells does not think "that there is something cheap and unworthy and dishonest and immoral about being able to debate," it is a little difficult to follow him; for he clearly believes that decisions based on "ability in debating" will reward and promote cheap, unworthy, and dishonest work.
>
> —"Judging Debates, IV", 4:76-92, January 1918.

O'Neill, in the above article, stuck to his guns. He evidently still wanted the decision to go to the team doing the better debating, but it will be noted that he did not say so. As in an earlier article, he maintained that the judge should vote "for the team which in his opinion is made up of *better debaters*", which may or may not be the team doing the better debating in the contest in question. Wells picked this up in his reply.

At several points in the controversy, O'Neill maintained that a team should be penalized if, in the opinion of the judge, the coach rather than the debater were the author of the material presented. Wells' reply also contains a reference to this.

On the whole, however, Wells' next article was intended as a presentation of coaching methods rather than a continuation of the controversy with O'Neill. Some of the more interesting of his recommendations are quoted below:

> WELLS: The teams must meet and debate the question clear through, including rebuttal, every day until the day of the debate. The coach must meet with them, and listen to every speech, and every rebuttal. The teams should fight it out no less than some forty times, before they go upon the debate platform. They should try to overcome each other by every conceivable means during this period, and, if they are held sternly to the program, there is small probability that they will be surprised by any strategem of their opponents.
>
> No team is irrevocably elected; the teams are always fighting for their places.
>
> * * *
>
> One of the questions which Professor O'Neill asked me has been reserved for treatment, for the reason that the reply which I desire to make seems appositely inserted here. Professor O'Neill says:
>
> "The coach can make out the case and hunt up the evidence, the debater performs the function of a phonograph, and the judge is compelled to vote for the weightiest evidence, for the work of the coach. This sort of mummery simply isn't debating. When I hear alleged debaters declaiming heavy evidence which has very patently been prepared for them by someone else, and the significance of which the declaimer very evidently does not understand, I vote against him, in favor of some one who has less weighty evidence which he evidently has dug up himself and which he understands and talks about in a direct and intelligent manner. How will Judge Wells vote in such a case?"
>
> I will answer by saying that seven years of acute experience in debate coaching has made me very wary of off-hand estimates of the capacities of incipient debaters, and exceedingly reluctant to assume the omniscience which is requisite to the dogmatic determination of the author or origin of *any* debate. The young mind, I discover, is astonishingly versatile, and I intend no invidious disrespect for Professor O'Neill's acumen, when I say that I have little doubt that he has frequently *straffed* the wrong man.
>
> —"Coaching Debates", 4:170-183, March 1918.

> WELLS: Why does Professor O'Neill proscribe the judging of the *practice* of the art he so ably defines, and insist upon the judgment of the mere *ability* to practice the art?
>
> If Professor O'Neill is really interested in the practice of the *art* of debate, he will adopt the "juryman's vote." If he is interested merely in the display or "exhibition" of the ability of the debaters in the practice of the *arts* which are *used* in the practice of the *art* of debate, he will continue to maintain his present position.
>
> —"A Final Reply", 4:398-409, October 1918.

> O'NEILL: Judge Wells' greatest difficulty, perhaps, is that he has not received a definite and clearcut explanation of the operation of the critic's vote. His difficulty in regard to this is honestly and sincerely hard for me to understand.
>
> —"Comment on Judge Wells' Last Ms.", 4:410-421, October 1918.

> WELLS: Professor O'Neill asks the question, "Why not judge debate instead of evidence?" I have sometimes used the term "weight of evidence" as a synonym for the term "strength of case". If Professor O'Neill means by his question, why not judge debate instead of strength of case?, then I will answer that debate consists of the development of the stronger case. The definition in Professor O'Neill's own book and his own argument admit this.
>
> —"Comment on Professor O'Neill's Last Ms.", 4:422-427, October 1918.

This concluded the argument. Professor Sarett was asked to render a decision, which he did as follows:

> SARETT: The heart of the dispute as it developed is this: As a practical matter is it possible for a judge to vote as a critic pure and simple? Can a judge isolate the several elements from what Professor Wells terms the "case" or the "weight of the evidence"? Judge Wells insists that it can't be done; that effective debating, or skill in debate, cannot be considered apart from the "case" or "weight of evidence". Professor O'Neill insists that it can be done. On the basis of the *argument made*, I cast my ballot for the latter.
>
> —"A Juryman-Critic's Vote", 4:428-433, October 1918.

In addition, Professor Sarett went on to assert (without breaking down the various "elements" in the manner both he and Professor O'Neill required the "critic judge" to do) that speaking as a "critic", he would vote for Judge Wells.

The reader today may be forgiven for raising his eyebrows a bit, for two reasons.

First, Professor Sarett, who as one of the participants had been on Professor O'Neill's side all along, was hardly disinterested in the outcome. He himself readily admitted this. In effect, his decision read, "This dispute revolved around the question of whether Professor Sarett's method is practical and accurate or not. I (Sarett) think Professor O'Neill showed that it is."

Second, Sarett gave almost conclusive proof in his decision that his own system is *not* practical and accurate. He did this by the assertion that Professor O'Neill won on the basis of the argument made, but that Judge Wells won on the basis of a "critic's vote."

If the reader will turn back to the quotation from Sarett's first article, he will see that according to Sarett, the "critic" is supposed to consider eleven items, only one of which (No. 9—Delivery) does not exist for the sole purpose of strengthening the argument made, and even that one might be considered in this category. Therefore, Sarett's system was an attempt to find out which team presented the *stronger case* or *better argument,* which he did by analyzing each of eleven "elements of effective debating."

When, therefore, Sarett stated in his decision that O'Neill presented the *stronger argument* but that a "critic" (presumably using the Sarett system) should vote for Wells, he was admitting that his own system gave the wrong answer.

From this controversy, the modern reader may learn much about debate judging, for instance:

First, the decision must go to the team doing the better debating. O'Neill stuck close to this point, and Wells did not disagree.

Second, the way to *measure* the relative skill of the two teams is by noting which of them does what the topic demands. Wells hung on to this point, and was not shaken from it. O'Neill did not really object, except through fear that the team on the "right" side of the question would have an easier time of it. Today most teachers are inclined to doubt that there *is* a "right" side to any typical debating question.

Third, the way to measure the relative skill of the two teams is *not* by giving the judge a list of "elements of effective debating" and requiring him to consider each individually. If the list is properly drawn up, as Sarett's was, each of the items contributes to the argument made, and is measured in terms of its success in advancing the case. Since "advancing the case" is the proper criterion in considering each element anyway, it is much simpler to dispense with the list and give the decision to the team doing the better job of "advancing the case". In other words, the team doing what the proposition demands is the winner, and the other team is the loser. Trying to reach this same result through a roundabout way (using a list of elements) results only in inaccuracies, as Sarett himself unconsciously demonstrated.

Fourth, the Wells-O'Neill controversy makes one realize the need for a method of judging which can break down and analyze the arguments presented, so that the judge can determine accurately which of the two teams succeeded in doing what the proposition demands. Such a method, I believe, is the recently-developed double summary technique, a description of which has been published several times in the last three years.

When one stops to itemize the contributions made by this controversy to our present knowledge of judging techniques, he realizes how much we owe to Davis, O'Neill, Sarett, and Wells.

Remarks for the Good of the Order

STIMULATING DISCUSSION THROUGH A STUDENT CONGRESS

By Oscar W. Kolberg

Clash of opinion, competition for recognition, clear-cut speeches—these are the results of a well-planned Student Congress. The procedure outlined here has been used for two years with success in the Black Hills Student Congress at Lead, S. D.

First, invite ten or twelve schools to attend the Congress on a date two months hence, urging them to submit "bills" to correspond with the samples which you enclose.

Second, decide on the committees to be used. Those used here are, interscholastic athletic welfare; interscholastic speech welfare, miscellaneous school welfare, local and state welfare, national welfare, European affairs, Asiatic affairs.

Third, when the bills are received, they should be worded so that there will be a fair chance that they will be opposed as well as supported. Also they should be grouped under the seven committee headings so that there will be an equal number for each. We have found that four bills for each committee provides a suitable day's work.

Fourth, arrange the bills so there will be a balanced program for the forenoon and for the afternoon ses-

sions. The first two bills in each group for the morning and the last two, for the afternoon.

Fifth. A month before the congress is to convene, a copy of all bills should be sent to all schools participating. They will then have time to study, discuss and decide what they wish to do with each bill. This will stimulate interesting discussions at the Congress sessions.

Sixth. Each school should be permitted to send eight to ten delegates. As soon as the entry lists are received, the entertaining school, using the preferences expressed on the entry lists, should assign delegates to the seven committees in both the Senate and the House, assigning the same number to each house of the congress. Committee assignments should then be sent to the schools at least two weeks before the congress date. This permits the members to specialize in their committee's bills.

Seventh. On "Congress day" the program will be as follows: 9 a. m. general announcements and seating of the house and senate. 9:20 to 10:20, committee hearings. Fourteen committees consider the first two bills in their calendar, suggesting amendments, drawing up majority and minority reports, getting speeches planned, etc. 10:30 to 12, sessions of the House and Senate to discuss the bills which have been considered by the committees. Conference committee action will be necessary on all bills passed by both houses with a different wording. There may not be sufficient time for considering all bills, but you will have a lively session. The afternoon will be divided as was the morning with committee hearings first followed by a two-hour session of both houses.

The secret of success in this busy day is to have mimeographed copies of all bills for everyone, committee assignments, methods of procedure for committee chairmen, and printed forms for committee reports. An adult who knows parliamentary procedure and can expedite the handling of business is needed as presiding officer of each house.

DEBATE SPEAKS

Mr. Toastmaster: Debate speaking says something like this: "I am an elder Brother to most of the Speech family, as I came early into the family fold. My brother Oratory and I belonged for many years to the family of Rhetoric, but about 1875 my brother Oratory joined the Intercollegiate Circuit and about 1893 I joined him and matriculated in various colleges. Because of the heated contests Oratory and I had among the various colleges, there soon arose a demand for a coach or teacher to train the contestants. This demand became so powerful that such teachers as Fulton, Trueblood, Clark, and the men that they trained were added to the college staffs to train the orators and debaters. Thus like, the Physical education department, which came into colleges to coach football and remained to teach physical education, Speech teachers remained to build Speech Departments and all our younger members of the family: Drama, Choric Speech, Interpretation, Public Speaking, Speech Correction and Science and Pathology, Stage craft, Radio, Phonetics, and Semantics all came to live with us and share our discordant home.

Some of our family have begun to spurn our humble origin and have become a bit ashamed of Oratory, Speech Contests and myself—and some of our Science brothers have been a bit harsh about Choric Verse being adopted, but really we older members of the family who got in by the back door appreciate our shelter and have no inclination to complain although at times our young brother Discussion talks too much and gets on our nerves.

However, as older members of the family we caution against crying out against our origin lest we lose our heritage and an administrative mortgage swallows up our happy home. Not all educators seem sold upon the desirability of keeping us within the Educational world, so it does not behoove any of us to start dissension or attempt to kick down the ladder by which we rose. Should we do so, we may discover that the demands of a new atomic world may give a new arrangement to the values we place upon things. We may find debate highly valued and oratory praised once again, while drama's fur coat may become shabby from much wear and tear, and the rest of our family victims of a Humpty Dumpty. It would be better to depend upon the ladder by which we climbed and keep it strong and in repair, lest we smash upon the rocks of dissension. They say a house divided against itself falls. Debate had but a few minutes to speak on this luncheon program—we have not taken all our time—we understand time limitations—as it is part of our training. Debate has spoken.

SHYLOCK

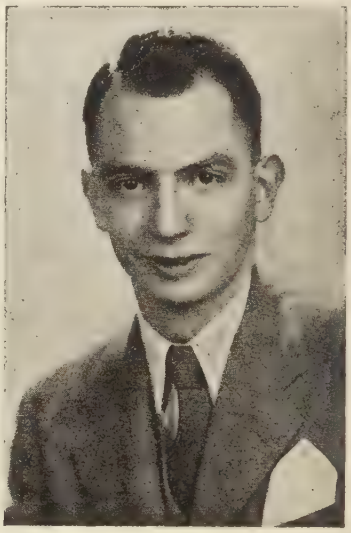
Continued from Page 245

conquerable spirit, all the inexhaustible thrift, all the weakness of an inherited culture; all the avarice, all the smouldering hatred, all the cold craftiness that has slowly congealed and petrified the elements of their national greatness into malignity. Shylock, the man, is a type of racial suffering, national sympathies, unviversal antipathies. In all things national his people was the forgoten Nation, in all things personal he was the forgotten man. Nations rise and fall like the waves of the sea, but the Jewish race stands. All the storms of famine, all the wreckage of broken empires beating against them have left but rugged scars. In Shylock those scars are revealed as the faults of an individual. He is the quintessence of Judaism. He is the personification of the resistless power, the unyielding and enduring quality of the race. Endowed with the strength and failings of humanity, but robbed of his heritage by the unkind customs and devices of man, he stands forever, the unconquerable Jew of the exile.

TECHNICALLY SPEAKING

Question Box or Department of Technical Information

GEORGE McCOY MUSGRAVE, Editor



Here Are the Answers

Three more questions of general interest are published below. We'll do our best to answer those sent in, whether questions of fact or opinion.

1. I understand that some schools are now using timing clocks instead of timing cards to tell the speaker how much time he has left. Where can such clocks be obtained?—V. I. W.

During the war, it was fairly hard to find timing clocks. A few models are now available.

One of the best I have seen is the General Electric Interval Timer. This looks like a small alarm clock, and would be ideal for use in debating if placed on the rostrum (the dial is too small to be seen farther away). The clock has two hands, only one of which would be needed in a debate where the speeches do not exceed 10 minutes. This hand makes one revolution in 10 minutes, while the other hand records the number of revolutions. To operate the clock, the timekeeper simply sets it for the number of minutes in the speech (say 8). The clock tells the speaker the amount of time *remaining*, which makes the instrument particularly useful. It can be read accurately to the nearest one-fourth minute, which is accurate enough for debating purposes. At the end of the scheduled time, a long lever on the side moves through about 120 degrees and a bell rings for several seconds. It might be wise to disconnect the bell; the speaker could notify the audience that the speaker's time is up by standing when he sees the lever move, or some kind of device could be attached to the lever to flash a light. The Interval Timer is manufactured by the General Electric X-Ray Corporation, Chicago, Illinois. From its appearance, I would estimate the price at about $5.00, or perhaps slightly more at present price levels.

Another clock which could be adapted for debating use is the Standard Electric Time Company's Elapsed Time Indicator. This is a much more expensive clock, costing $50.00 f.o.b. Springfield, Massachusetts. It is an electric wall clock, the face of which is 12 inches in diameter. It runs to 60 minutes and has a sweep second hand, making it easy to read exactly from a considerable distance. However, it indicates the amount of time elapsed, rather than the amount of time remaining, which is a disadvantage from the debater's viewpoint. This clock was designed for use in the operating room of a hospital, and is operated by two long cords, one of which starts and stops the clock, the other of which sets the hands back to zero. This would permit the clock to be stopped for interruptions such as appeals to the chair. It could be located on the wall on one side of the room where it would be visible to speaker, timekeeper, and part of the audience. The timekeeper could stand at the end of the elapsed time to indicate to the audience that the speaker had no more time; the speaker himself does not need this warning, since he can see the clock and knows how much time he has been allotted. The clock is made in two models. HG-340 is designed to be mounted with the face flush with the wall, and HG-341 is mounted on the surface of the wall. They are described in Bulletin No. 134, Standard Electric Time Company, Springfield 2, Massachusetts. This company has written that it may soon produce a

clock which can be set for a predetermined number of minutes, like an alarm clock.

When visiting a hospital laboratory recently, I noticed another clock which would be almost ideal for debating. It is a small alarm-clock type, costing perhaps $3.00. The face of the clock indicates the number of minutes remaining; in this respect it closely resembles the General Electric Interval Timer. The big distinction is that instead of ringing a bell, it makes electrical contact in a wire running through it. This wire can be connected to a light, of course, which is better than a bell because it is silent. Unfortunately, the manufacturer did not see fit to put his name on this clock and there is no way of telling who made it. Electrical supply houses or hospital supply houses might have some such unit available.

2. What is Oregon style debating and how does it work?—B. J. C.

Although there are countless variations, every form of Oregon debating provides at least two periods during the contest in which one team asks questions and the other team answers them. The usual procedure is for each speaker, as soon as his constructive speech is finished, to be questioned by a member of the opposing team. Thus, where there are two speakers on each team, there are four questioning periods in the debate.

The questioner is required to confine himself to questions; he is not allowed to make comments during the questioning period. The witness is required to confine himself to answers; he is not allowed to ask questions or make a constructive speech during the questioning period. The purpose of this procedure is to prevent the development of a quibbling match.

When teams first try Oregon style, it is usually necessary for the chairman to interrupt frequently to enforce the procedure. But after a few debates, the debaters learn the rules and begin devising some really ingenious traps, closely tied in with their attempts to show that the proposed plan should or should not be adopted.

To me, one of the greatest values of the Oregon debate is its clearing of the air in the earliest stages of the contest—That is, if the affirmative offers a nebulous "plan" that the negative cannot sink its teeth into, the very first questioning period forces the affirmative to come out into the open. Then too, Oregon debating forces the negative to make its own position clear — either it favors the *status quo* or a counterplan, and affirmative teams waste no time in finding out which. All of this brings the debate down to the real issues sooner.

Oregon style has one other advantage that will appeal to educators. It exposes with merciless clarity the debater who is trying to use "canned" material without thinking for himself. The debater who has thought the problem through has a command of the subject that shows him to best advantage regardless of the trend of the questioning period; the debater without such a command of the subject fails to foresee the direction in which the questions are leading, and falls into inconsistencies and dilemmas which the opposing team holds up for examination in later constructive speeches or rebuttals.

The greatest disadvantage of Oregon style is the possibility of excessive quibbling over minor points. This is especially evident in debates between teams with little Oregon experience. If the questioning procedure is strictly enforced, so that the questioner confines himself to questions and the answerer to concise answers, and if the teams are given sufficient instruction and practice so they see for themselves how a really good questioning technique can strengthen their case, quibbling over minor points is minimized. It is then that Oregon debating is of the greatest value. And, it might be added, of greatest enjoyment for the participants.

3. Is the affirmative required to show that its plan is better than all possible alternatives?—M. L. M.

Certainly not. There are dozens of possible solutions to any problem, and the negative could suggest more possibilities than the affirmative could, in the time allotted, show inferior to its own plan. If the negative wants to recommend, *and support,* a counterplan, the negative is taking on the burden of proof for showing that the counterplan is better than the affirmative proposal. The affirmative naturally will dispute this contention.

The only proposals relevant to the debate are those plans definitely recommended and supported by one team or the other. Other possibilities are just so much irrelevant material, having nothing to do with the question whether the affirmative's plan should be adopted or not.

PRESENTING LINFIELD COLLEGE

Continued from Page 239

The system of having a preliminary round of debates followed by an advanced series, thus doing away with the usual elimination system, grew out of a prolonged tournament session which carried the final debate into the small hours of a Sunday morning. The tournament director, unable to sleep after this hectic period, conceived the plan which is now generally used at the tournaments on the coast. The Linfield tournaments have always tried to offer high class competition and interesting experimentation in many types of speaking.

Before the war, Linfield teams took bi-ennial transcontinental trips which made their speakers known at the Grand Eastern tournament in South Carolina, the Southern Association tournament and the National Pi Kappa Delta tournaments. The trophy case bears witness to the success of these many ventures.

In addition to the tournament program, Linfield speakers have appeared before many audiences. A regular speaker's bureau furnishes programs and entertainments for service clubs and community groups. These programs draw upon the forensic, music and dramatic

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EDITORIAL *and* COMMENTS

MY MAMA DONE TOLE ME

WHEN the editor was a very young stripling, he developed a habit of expressing himself rather forcibly and entirely too critically about a great many things it would have been better for him to have maintained discreet silence about for his own sake as well as that of the family. After embarrassing his immediate connections no end by talking not wisely but too much, a wise mother took her offspring in hand and laid down some laws of human conduct, the gist of which may be summed up in the expression: "My Mama done tole me that if I had nothing good to say about anything to keep my big, blabbering mouth shut!"

And do you know that was excellent advice! It has been to my best interest to follow it all my life. Almost invariably if I violate it I am sorry. Also it has made me kill copy set for this magazine, that I had to pay for, but I would rather kill the copy, than say anything that would hurt a friend or give pain or any kind of a bad moment even to a passerby.

Following that advice has paid off. I remember distinctly an incident on a debate trip years ago which I made back to Kansas from California in company with my team: Dean Fred D. Fagg, Jr. of Northwestern University and Arthur D. Jacobsen, Prof. of Economics of Eastern New Mexico College. We arrived at Winfield, Kansas, for a debate with Southwestern University. At breakfast the next morning in the hotel a very pleasant gentleman sat down at our table and began visiting with us. He drew us out until he found out that we were to debate that evening and upon what subject and wished us well, and then the conversation drifted to college life and affairs, and got on to football. It was then that I was on the point of making an uncomplimentary remark about football at the University of Michigan, which was much in the college news in those days. However, I didn't and checked myself just in time and was I glad, for a moment later the stranger revealed his name—Fielding H. Yost! He was interested in an oil development in the Winfield region.

Now this is a long introduction to what I want to say but perhaps should not say, but if I send a marked copy to certain persons, at least they cannot say I said it behind their backs! It has become a disagreeable habit on the part of certain speech teachers to sneer at other things in the speech field that other teachers prize highly and spend a great deal of time teaching—in fact, for some, their livelihood is occasionally sneered at by certain speech teachers who never had a mama to tell them. At almost every speech convention some particularly glib but thoughtless person sneers at tournaments and debating! Frankly this doesn't rest well with me, and I know a great many capable speech teachers who dislike it very much also. A house divided against itself cannot stand, a greater man than any of us once said.

What makes it particularly bad is that the person who does this opinionated gabbing usually betrays that he has not had enough experience with what he is talking about to know what he is talking about. For instance at the last Western Convention one teacher went out of his way to condem the tournament because there was one jackass debater in it who was not courteous to his opponents. One cannot generalize logically from one disappointing instance. The good drama teacher or speech teacher revealed there his lack of logical training debate would have given him. He was judging from an experience of judging two or three debates in one tournament. He didn't know enough about tournaments to seek the real cause of this thing he disliked. He just condemned the tournament. Others would have criticised the coach of the debater for not teaching him that debate has ethics involved. In a tournament a coach does not get to hear his debaters. He does not know what they are going to say in most instances. It has to be so in a tournament, but the teacher can arrange occasions where he can hear his debaters in action against opponents from other colleges, and he should do so, just to get a chance to correct mistakes and teach proper conduct to his speakers. The tournament isn't to blame because some foolish contestants get off on the wrong foot occasionally. This speaker at the convention did not realize how he was holding his own logic up to the contempt of several coaches who heard him, and who did not feel that he was justified in slamming an activity they are giving some of their best efforts to advance.

The first speaker was followed by a young lady teacher who felt the occasion was auspicious for her to put in her two bits worth with an inane remark like this: "I debated for three or four years in college and high school and have been trying to live it down ever since." Except for her lack of loyalty to her training, this young lady exhibited at every turn the benefits that she had gained from her debating experience. She would not own that debate had done anything for her because she had joined the faddists who think it is a mark of superiority to sneer at debate. Her mama, perhaps, had never told her that if she had nothing good to say about anything to keep her mouth shut.

Another brilliant young lady remarked at one time that all important affairs were now being settled by discussions around the table and that debate was outmoded

and done for—having in mind, perhaps, Munich. How much was settled there by discussion to achieve peace in our time? The facts that confront us are that democracy lives by debate and prospers on controversy. Discussion is good. I am for it as a distinct element in democracy's progress—but it precedes—does not taket he place of debate. The persons who blab so glibly and thoughtlessly against this and that in the speech field, certainly do not realize how they expose the flabbiness and inaccuracy of their own thinking processes or they would certainly wish they had had a mama who done tole them in time.

I did hear one thing at the convention at San Francisco that I heartily approved of and honored the young man who said it for his honesty and good will. He remarked in his speech that he had once had a very contemptuous attitude toward Choral Verse Speaking and Verse Choirs. His military service, however, had brought him to see where Choral work had immense value in the training evolved in Communication for the armed forces. He wanted everybody to know that he cheerfully and gratefully took back all the disparaging things he had thought and said about Choric Verse! Everyone who heard him felt that pleasant warmth we have when something in our field is praised for its value.

Yes, my mama was right when she done tole me if I had nothing good to say, just to keep still. And maybe I should have done it again this time, but doggone people who are always slamming things that other earnest people see good in—it makes the blood boil and I've got hardening of the arteries! E. R. N.

WHAT DO YOU THINK OF THIS?

Apropos of the foregoing editorial, please scan this clipping picked up somewhere in the Editor's peregrinations.

Mrs. Roosevelt Advises Fitting Youth To Debate

Washington, Jan. (UP)——Young Communists and Facists are "able to put it over the other young people" because they are taught public speaking and debating, Mrs. Franklin D. Roosevelt said today.

Speaking at the opening session of Mrs. Hugh Butler's class in public speaking for wives of Congress members and Junior League girls, Mrs.Roosevelt said:

"I wish every one of you would exert your influence on schools and colleges so that they would teach young people how to express themselves; how to put in words what they think and feel; how to think on their feet, and debate and answer questions."

As a rule we do uot agree with Eleanor's views, but maybe she's got something here. It is never well to underate your opponent, and perhaps we have been doing that with young communists.

A few years ago our state university had a debate coach of communist turn, and all his teams, no matter what the proposition, got off onto communism at the slightest excuse in every debate. Consequently, they were off the subject so much they were easy to handle in debate. When they came to debate us, we used them for a practice set-up for the "frosh" team. Oh, yes, they were non-decision advocates also, but after the debate was over they wanted to know who, in my opinion, would have won, if there had been a decision! The ego, deprived of a red blood contest, must have its palate tickled with what might have been! Page Maud Muller and John Greenleaf Whittier!

So that is how we have come to underestimate these trained communist debater's—and of course we are wrong—for only a few freshmen are trained in debate—the large number of our young people go scot-free from serious training in controversy. Mrs. Roosevelt is really right by and large. She ought to make her speech to the National organization of Secondary School Principals. They could do something about debate training.

E. R. N.

JIM TITUS

On page 163 of the last issue of the *Debaters Magazine* (September 1946), you will see some of the beginnings of a democracy that our forefathers preached but did not practice. On that page are the pictures of the winners of NFL's national tournament. One of the five winners is Jim Titus, McKinley High School, Canton, Ohio, and Jim is a Negro.

Jim won simply because he was better than his opponents. That couldn't have happened if his address were Poplarville, Mississippi (the home of Senator Theodore G. Bilbo) instead of Canton, Ohio. Probably it couldn't have happened anywhere in the United States in the not too distant past. *Can it happen today in the debating or speech organization of which you are a member?*

It has been said that debaters are inclined to carry over into their personal affairs thinking habits developed in debate. It has been said that they are inclined to reply more heavily on logical, rather than emotional, approaches as a result of these experiences. If that be true, debaters should insist on a housecleaning where ever they detect signs of racial intolerance.

Why ? Because anthropologists and geneticists deny that there are any demonstrable differences between Negroes and whites, other than (1) physical appearance, and (2) differences resulting from environment. And for environmental differences, whites, must accept at least an equal responsibility, since whites have the controlling hand in so many factors affecting Negro environment.

If, for instance, we do not give Negroes a fair break in speech competition, if we refuse to let them participate, if we do not allow them to become members and officers of honorary societies, we, in our small way, are doing the same sort of thing Bilbo and Rankin and Talmadge are doing on a larger scale-- we are preventing colored men and women from developing and putting to use the brains and abilities that any group of people, including Negros, possess.

The state of New York, with its Fair Employment Practices Act, demonstrates exactly the opposite approach: the desire to make ability, rather than the color of one's skin, the determining factor when jobs are given out. I do not see that one logically can take any other stand.

There are situations in the speech world today that need correction. For the most part these are carry-overs from the days of a good deal more intolerance than we have now. Debaters and directors should read the constitution of the organizations to which they belong. If they don't like what these constitutions say, they should make themselves heard. Even more important, debaters and directors should take steps to encourage the establishment of Negro teams, or the training of Negro members of their own teams. And if the debaters or coaches happen to live in sections of the South, and feel that local opinion is too strong to permit the use of Negro debaters on their own teams, then the least these teams can do is to debate, freely and cheerfully, teams that happen to have Negro members whenever the opportunity arises. Not long ago Drake University sent a football team to Texas for a game, and was forced to leave two of its best players behind because they were Negros. Debaters should see that this doesn't happen in speech contests and tournaments.

Jim Titus won because he was better than his opponents. May the day soon arrive when that will be the case for every Jim Titus.—G. M. M.

Our Contributors

H. Dana Hopkins, author of our leading article on The Forum, now president of Defiance College, Ohio, was formerly in the employ of the United States Government in the Forum movement sponsored by the Division of Education and knows whereof he speaks. Formerly he was a Speech Teacher, and was debate coach at Heidelberg University at Tiffin, Ohio, for many years. President Hopkins is also a former president of the Pi Kappa Delta Forensic Honor Society, and still keeps up his connections with Pi Kappa Delta and other Speech movements. This article was written for the *Debater's Magazine* at our request, and we hope you all enjoy reading it as much as we did.

Robert D. Clark is a young Speech Teacher recently receiving his doctorate in Speech at the University of Southern California. He began his long struggle for the degree while Speech and English Teacher at Pasadena College, where he used to turn out some splendid debate teams. Latter he joined the staff in Speech at the College of Pacific and Stockton Junior College, and then went on to the University of Oregon, where as a member of the Speech staff, he has been working with extension debating and discussion. At the recent Western Speech Convention Dr. Clark was chosen president of the organization for the coming year.

From his article one realizes that Hale Aarnes has been a debate coach. He knows the subject from the inside. As speech professor in a South Dakota College he could scarcely avoid contact with debate as the Dakotas and Minnesota are debate territory. Prof. Aarnes is a member of Tau Kappa Alpha and has had a great deal to do with their annual progression discussions in the past. Last year he transferred to Stephens College, Columbia, Missouri, as head of the Radio Department. Since taking up this work he has organized a Radio Conference of Interstate proportions and nationwide significance.

George McCoy Musgrave, as most of you who read this will realize is Assistant Editor of this Magazine, chosen for the position because of his unusual capacity for work, and for his unusual enthusiasm for debate and speech contests. Mr. Musgrave is a graduate of Western High School, Washington D.C., where he was a debater and of Massachusetts Institute of Technology, where he also was a debater. He is the author of a book on Competitive Debate (H. W. Wilson Co.) which is a very excellent brief account of the rules of debate and the principles upon which debate should be judged. Mr. Musgrave uses his scientific education in his daily work, and writing about debate and helping with this magazine are only his avocation. During the war he worked in the Norden Bomb-sight plant at Indianapolis. For the last year he has held a similar position in a Scientific Plant at Des Moines, Iowa. Besides his interest in debate Mr. Musgrave is active in religious drama and young people's work. He is to deliver a paper at the Debate section of the Speech Association Convention at Chicago January 1st at the Hotel Sherman.

Eugene C. Chenoweth, who contributes our article this issue on Discussion for that department, is Director of Debate and Speech activities at Indiana University, Bloomington. We are glad to welcome him among our contributors. Credit for interesting him in the Debater's Magazine goes to our Discussion Editor, Wayne N. Thompson of the Speech Staff at the University of Missouri.

R. D. Mahaffey, who is responsible for our pictures and account of Linfield College is Professor of Speech at that institution, and also teaches some Spanish. In addition to his interest in debate and speech activities, he directs plays and is one of the West coast's chief proponents of Debate and Tournaments. He is the Debate Coordinator for the Western Speech Association. Mr. Mahaffey has had a hand in practically every tournament or speech activity that has developed on the Pacific Coast. He is well known for his skill in directing tournaments on the West Coast, and is prominent in Pi Kappa Delta circles. His tournament at Linfield is one of the oldest in the country.

Oscar W. Kolberg is debate coach of Lead High School, South Dakota. In addition to his many activities in connection with the South Dakota tournaments and speech congresses, Mr. Kolberg was for several years editor of the Rostrum of the National Forensic League.

LINFIELD STORY

Continued from Page 257

talent of the student body. Many of the speech students participate in the services of churches in the surrounding towns. Each year a regular production series of Vesper plays is presented each Sunday night in some church in Oregon or Washington.

Linfield college has been a member and an active participant in the Intercollegiate forensic Association of Oregon since its inception. Each year has found over ten percent of the student body on the forensic squad. The aim of the entire program has always been to give speech opportunity and training to the graatest number of students. Roy D. Mahaffey has been in charge of forensic activities for over two decades and is responsible for the extensive program in Speech.

BATES STORY

Continued from Page 255

the strong communistic minority present won the plaudits of the audience as well, though on the audience division the majority was against him. One short, chubby chap who had proved particularly nettlesome was neatly handled after Mr. Hume introduced his refutation by referring to the remarks of the "largest and roundest pebble in the Communist block."

Peter Kroyer, of Oxford, receives our vote as the most able orator we encountered, and gets a special vote of recognition for contributing the wittiest offhand crack heard on the tour. The humble co-author of this article, Norm Temple, prefaced his constructive speech by relating that we had met the Vice-Chancellor of Oxford, Sir Richard Livingstone, that very afternoon in a delightfully informal manner. Our student guide conducting us on a tour of the University, had pointed out Sir Richard's home, and had thrown a handful of pebbles at his window. When an irate red face appeared at said window, the guide had drawn himself up with the dignity of one who has done his job well and said, "There's the old boy now." After hearing this story told by Norm, Kroyer pointed out that the obvious way for Temple to save the day was to remark, "Dr. Livingston, I presume."

It was a great thrill for a couple of Yanks from Bates to speak before one thousand people in the historic Oxford Union, with busts of Gladstone, Curzon and other great names in English history gazing at us from their white pedestals. It was a source of satisfaction to us to know that the information we had brought from America may soon aid a Cambridge team and a National Union of Students team to get a tour organized from the other side, and it was a feeling of solid accomplishment to know that in our own small way we have helped to cement the friendly bonds between Britain and America.

Edward P. Dunn and Norman Temple

PI KAPPA DELTA NOTES

Carl C. Bracey, Pi Kappa Delta member No. 13,174, has just been elected president of his alma mater, McKendree College, Illinois. This has happened to four or five other Pi Kappa Delta debaters: Among them: Edgar M. Carlson of Gustavus Adolphus, Emory Lindquist of Bethany College, Kansas., George E. Frasier of Colorado State College of Education, and Franc L. McCluer, of Westminster College, Missouri. And what's more, another Pi Kappa Delta by the name of Harold Staasen, is going to make a strong bid for Truman's place as President of the Nation.

While vacationing and working in the Library of Congress at Washington, D. C., this summer, the editor had the pleasure of a visit with Ray Ehrensberger, of the University of Maryland Department of Speech. Ehrensberger coached debate at Franklin College, Indiana, a few years ago, and his man won oratory at the Lexington Convention.

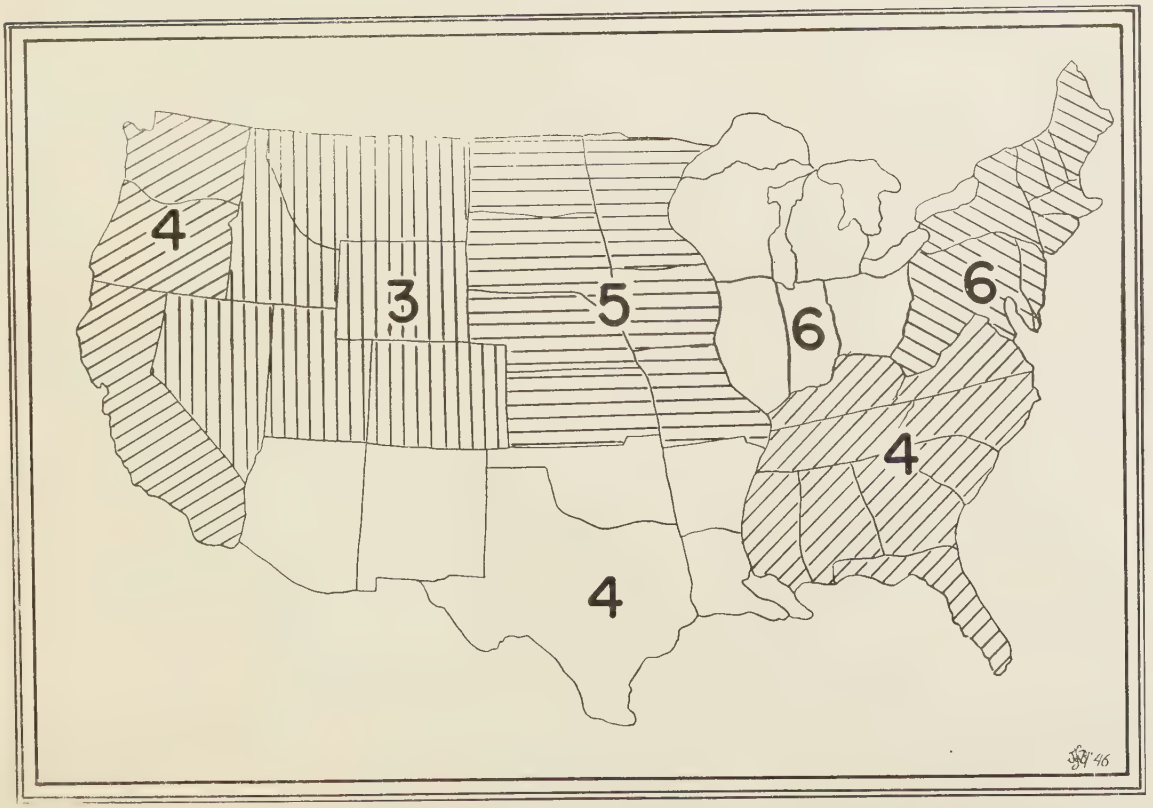
Carl Weston McIntosh, former debater at Redlands, and coach of debate at Park College a few years ago, returned to his job after military service at the University of Idaho, Southern Branch, Pocatello, Idaho, in time to be advanced to the Presidency of the institution upon the departure of the former president for educational work in Japan with General MacArthur.

Roy C. McCall of College of the Pacific is the author of a new freshman textbook on the Fundamentals of Speech. The University of Redlands, his alma mater, is using his book in the freshman class this year.

The National Council of Pi Kappa Delta met with the National Secretary, George W. Finley, at Greeley, Colorado, to discuss plans for next spring's convention at Bowling Green College, Ohio, and other matters of Pi Kappa Delta policy. The organization came through the war years financially ahead, and maintained its publication.

Erwin Schwiebert, director of debate at the College of Idaho, in addition to his speech work, is Director of Admissions and Assistant to the President, and also served the past term in the state Legislature. He has won the nomination in the primary to be the party's candidate to succeed himself.

Dr. Grant Fairbanks, has been appointed Associate Professor of Speech at the University of Southern California, and has left the University of Iowa to take up his new position. He addressed the Southern California College Teachers of Speech at their annual meeting at Pepperdine College.



WEST POINT'S NATIONAL TOURNAMENT MAP. THE NUMBERS INDICATE THE NUMBER OF TEAMS TO BE SELECTED FROM EACH DIVISION

Along the Tournament Front

AND NOW A NATIONAL INTERCOLLEGIATE TOURNAMENT!

West Point's National Debate Tournament is going full speed ahead! Backed by an overwhelmingly favorable response to a detailed questionnaire sent to many prominent speech-conscious institutions, the West Point Debating Society has its tournament blueprints in the final stage. The U. S. Military Academy's debaters, with the aid and encouragement of Major General Maxwell D. Taylor, superintendent of the Academy, are out to make this first venture of this type a blazing success.

Selected on the recommendation of outstanding speech instructors throughout the country, members of the regional committees to choose teams for the tournament have already been notified of their appointment. Three-man boards operating in the districts shown on the accompanying map will nominate the 32 participating schools on the basis of their performance in intercollegiate forensics during the current season.

Any team nominated by a regional committee will be eligible to participate in the tournament, which will consist of four preliminary and four elimination rounds. Plans are now under way to broadcast the final debate.

The custom in the previous invitational tournaments held at West Point will continue into the National: There will be no entrance fees, and accommodations and meals will be furnished free of charge to all contestants.

Army's tournament, bringing together the outstanding debaters from all sections of the country, will undoubtedly prove a potent stimulus to American forensics after the inevitable decline of the war years.

The accompanying map, dividing the country into districts, and giving the number of teams to be chosen from each district, gives the Army's plan at a glance.

TOURNAMENT REPORTS

THE COMPTON (CALIFORNIA) PRACTICE MEET

DEBATE—UPPER DIVISION MEN:

First: Coyle-Dobkin, USC.
Second, tie: Cole-Prichard, Pasadena JC.; Sillars-Nelson, Redlands; Kerfoot-Koenigsberg, USC.; Stevens-Nordland, USC.

LOWER DIVISION WOMEN:

First, tie: Klipper-Koches, UCLA.; Pyle-Gansberg, UCLA.
Third, tie: Siemen-Johnson-Ruth, Pasadena JC.; Webb-Knapp, Pepperdine.

LOWER DIVISION MEN:

First, tie: Bean-Privett, Pepperdine; Mull-Simpson, Bakersfield; Maher-Googooian, USC.
Fourth, tie: Among two Pepperdine teams, one Bakersfield team, one UCLA team, one USC team, one Nevada team.

WINNERS IN DRAMATIC ACTING

UPPER DIVISION MEN:

First, tie: Paxon, Occidental; Ono, Pepperdine.
Third: Spaeth, Pepperdine.

UPPER DIVISION WOMEN:

First: Mortensen, Pepperdine.
Second, tie: Burson, Occidental; Hansen, USC.

LOWER DIVISION MEN:

First: Grassi, USC.
Second: Schnitzer, UCLA.
Third, tie: Robinson, Pomona; Billimoria, USC.

LOWER DIVISION WOMEN:

First: Crutcher, Pepperdine.
Second: Webb, Pepperdine.
Third: Bockemohle, Pepperdine.

WINNERS IN ORATORY:

First: Elkins, UCLA.
Second: Koenigsberg, USC.
Third: Ikeguchi, Redlands.
Fourth: Jones, UCLA.

UPPER DIVISION WOMEN:

First, tie: Medley, Pepperdine; Burson, Occidental.
Third: Meyer, Pepperdine.
Fourth, tie: Shahan, USC.; Hamann, Redlands.

LOWER DIVISION MEN:

First: Jameson, Nevada.
Second: Keene, UCLA.
Third, tie: Privett, Pepperdine; Yturbide, Nevada.

LOWER DIVISION WOMEN:

First: Webb, Pepperdine.
Second, tie: Koches, UCLA.; Gansweig, UCLA.
Fourth: Bockemohle, Pepperdine.

WINNERS IN EXTEMPE:

UPPER DIVISION MEN:

First: Koenigsberg, USC.
Second: Spaeth, Pepperdine.
Third: Prichard, Pasadena J.C.
Fourth: Solmeyer, Cal. Tech.

UPPER DIVISION WOMEN:

First: Norcop, USC.
Second: Snedden, USC.
Third: Ferguson, UCLA.
Fourth: Lyon, Pomona.

LOWER DIVISION MEN:

First: Robinson, Pomona.
Second: Bean, Pepperdine.
Third: Klein, UCLA.
Fourth: Sillars, Redlands.

LOWER DIVISION WOMEN:

First: Klipper, UCLA.
Second: Newcomb, Bakersfield.
Third, tie: Knapp, Pepperdine; Engvall, John Muir.

WINNERS IN IMPROMPTU

UPPER DIVISION MEN:

First, tie: Koenigsberg, USC.; Nelson, Redlands.
Third: Ringer, UCLA.
Fourth: Selmeyer, Cal. Tech.

UPPER DIVISION WOMEN:

First: Norcop, USC.
Second: Ferguson, UCLA.
Third: Snedden, USC.
Fourth: Medley, Pepperdine.

LOWER DIVISION MEN:

First: Kotler, USC.
Second: Privett, Pepperdine.
Third: Otero, USC.
Fourth: Bean, Pepperdine.

LOWER DIVISION WOMEN:

First: Klipper, UCLA.
Second: Izen, USC.
Third, tie: Meyer, Pepperdine; Riggs, Bakersfield.

RESULTS OF THE WESTERN SPEECH ASSOCIATION TOURNAMENT

San Jose, California, November 25, 26, 27

IMPROMPTU:

Senior Women:
First: Norcop, USC; Second: Engdahl, Willamette.
Senior Men:
First: Nelson, Redlands; Second: Koenigsberg, USC
Junior Women:
First: Meyer, Pepperdine; Second: Lawrence, Pepperdine.
Junior Men:
First: Dimick, Oregon State; Second: Sillars, Redlands.

ORATORY:

Senior Men:
First: Igeguchi, Redlands; Second: Dobkin, USC.
Senior Women:
First: Murray, Oregon State; Second: Bozarth, University of Oregon.
Junior Women:
First: Battin, College of Puget Sound; Second: Bockemohle, Pepperdine.
Junior Men:
First, tie: Pretzer, Fresno; Yturbide, Nevada.

EXTEMP:

Senior Men:
First: McDow, College of Pacific; Second: Nelson, Redlands.
Senior Women:
First: Carroll, University of Oregon; Second: Shahan, USC.
Junior Men:
First: Sayre, Willamette; Second, Dimick, Oregon State.
Junior Women:
First: Knapp, Pepperdine; Second: Kipper, College of Puget Sound.

INTERP.:

Men:
First: Royster, Pasadena Junior College; Second: Sartain, Redlands.
Women:
First: Johnson, Pacific University; Second: Wallace, Oregon State.

ACTING:

Men:
First: Ono, Pepperdine; Second: Cate, Pacific University.

AFTER-DINNER:

Women:
First: Meyer, Pepperdine; Second: Webb, Pepperdine.
Men:
First: Koenigsberg, USC; Second: Dimick, Oregon State.

DEBATE:

Senior Men:
First: Kerfoot and Koenigsberg, USC; Second, tie: University of Denver, Brigham Young University, Pasadena Junior College, Linfield College.
Senior Women:
First, tie: Shahan, Hansen, Sneeden, Norcop, USC.
Junior Women:
First: Lawrence, Medley, Pepperdine; Second, tie: Pepperdine, Willamette.
Junior Men:
First: Bean, Privett, Pepperdine; Second, tie: Santa Barbara, Arizona.

ONE-MAN:

First: Dobkin, USC; Second: Cate, Pacific University.

PENTATHLON:

First, tie: Hamann, Redlands; Knox, Occidental.

FORUM-DISCUSSION:

Senior Men:
First: Coff, University of Denver; Second, Koenigsberg, USC.
Junior Men:
First: Googooian, USC; Second, Sayre, Willamette.

Women:

First: Norcop, USC; Second: Bozarth, University of Oregon.

*SWEEPSTAKES*s

First: University of Southern California; Second: George Pepperdine College; Third: Redlands.

INLAND EMPIRE HIGH SCHOOLS—WASHINGTON

Pre-Season Tournament—Held at Spokane, Washington, Lewis and Clark High School, October 26, 1946

Ten high schools represented—150 attending—34 debate teams. Subject: Federal Medical Care—Cross Question type debate. Non-decision. Six rounds decision debate each week-end will follow beginning Nov. 15. Demonstration debate between morning and afternoon rounds staged by three members of Lewis and Clark squad and the Rogers H. S. squad, using problem-solving type.

TOURNAMENT SCHEDULE

List following as reported up to time of going to press.

ARIZONA—

Intercollegiate Speech Association, Tucson, Ariz. Dr. Klonda Lynn, Director—March.

ARKANSAS—

Mid-South Tournament, Arkadelphia—Dec.

Ouachita College, T. R. C. Daily, Dir., Arkadelphia—Nov. 23.

CALIFORNIA—

COLLEGES

Southern California Tournament Association, Compton J. C., Practice Meet—Nov. 14-15.

Western Speech Association Tournament, San Jose, Calif.—Nov. 25-27.

Southern California Tournament Association, second Meet, California Institute of Technology, Pasadena—Feb. 14-15.

Pi Kappa Delta Invitational Meet, Bakersfield J. C., including Pi Kappa Province Meet—March 28-29, 1947.

HIGH SCHOOLS

Lincoln High, San Francisco Tournaments—Nov. 30 and Dec. 7, 1946.

Western Speech Association, San Jose, Nov. 25-27, 1946.

University of Southern California H. S. Meet, Dec. 13-14, 1946.

Citrus Belt League Meet, San Bernardino J. C.—Dec. 6-7, 1946.

S.C.D.L. Novice Tournament, Fairfax H. S., L. A.—Nov. 9, 1946.

S.C.D.L. Speech Festival, Dorsey H. S., L. A.—Nov. 16, 1946.

S.C.D.L. Open Tournament—all events, Huntington Park H. S., L. A.—Nov. 22-23.

S.C.D.L. Round Robin Tournament, Excelsior Union H. S., Norwalk—Jan. 11, 1947.

S.C.D.L. Student Congress, Santa Monica H. S.—Jan. 17-18, 1947.

National Forensic District Meet, Santa Monica—Feb. 21-22.

University of Redlands N.U.E.A. Open Invitational—March 21-22.

College of Pacific N.U.E.A. Open Invitational (for Northern California)—March.

COLORADO—

Colorado-Wyoming Forensic Festival—Nov. 21-23, 1946.

Turn to Page 266

QUESTIONS ON JUDGING

Continued from Page 247

debate took the course it did is interesting from the coach's point of view, but (except for such things as deliberately falsified evidence or other violation of rules) such things do not affect the decision. Strategy, weak or strong, may help one team or the other prove its case, and thus influence the decision, but the judge's decision must rest on the total result of what has been accomplished by the teams in showing that the plan should, or should not, be adopted.

Just one more comment before we ask Ye Ed., Professor Nichols, to add his remarks: In several of the above situations, the question was asked, "Suppose the debate is about even, what should the judge do?" The obvious reply, of course, is, "Oh, give the decision to the other team, the team that didn't make the mistake you're talking about." Now this is the lazy man's reply, and I don't think it is good judging at all. It's the reply of a person who either doesn't know how, or is unwilling to take the trouble, to analyze the debate carefully and determine whether the affirmative succeeded in showing that its plan should be adopted. After all, that is the criterion. These other things we've been talking about are simply incidents that arise in the process. We should not let incidents blind us to the larger picture—whether the teams did what the topic required them to do or not.

These answers to the rather tough problems raised by Nichols and Baccus are just the opinions of one person, of course. Perhaps others have other ideas. If so, I'd certainly like to see them published in the magazine, and I'm sure Ye Ed. will agree. Debating has reached a state of maturity in which it should be possible for agreement to be reached on these matters.

And now we'll ask Professor Nichols to add his comments to these answers to the questions he raised in 1936.

See answer Page 267

17th Annual Rocky Mountain Speech Conference, University of Denver—Feb. 13-15, 1947.

Rocky Mountain Forensic League, University of Colorado, Boulder—March 24-26, 1947.

IDAHO—

Inland Empire Tournament, J. C. Division—Jan.

ILLINOIS—

Western Conference — Women, Northwestern University, Evanston—Jan.

Western Conference — Men, Northwestern University—April.

Illinois State Normal Annual Tournament, Normal, Ill.—Jan.

Illinois Intercollegiate Oratorical Association—Feb.

Southern Illinois Normal University Tournament—Dec. 14, 1946. Carbondale, Ill.

INDIANA—

Interstate Tournament at Indiana University, Bloomington.—Dec.

Indiana State Teachers Tournament—March.

Manchester College Tournament—March.

IOWA—

Iowa State University Debate Meet—Feb. 1947.

Iowa Intercollegiate Forensic Association—March.

Iowa University Conference on Peace and Reconversion—Dec. 6-7, 1946.

Triangular Meet, Simpson, Central, Cornell—Nov.

Iowa Student Senate—March, 1947.

HIGH SCHOOLS

11th Annual Speech Arts Festival for H. S. at Coe College, Cedar Rapids—Jan. 31-Feb. 1.

KANSAS—

Southwestern College Tournament—Dec. 6-7—Winfield, Kansas.

St. John's College Tournament—March.

HIGH SCHOOLS

Pittsburgh State Teachers College H. S. Tournament —Nov.

LOUISIANA—

Louisiana College, Pineville, La.—Jan. 1947—E. O. Wood, Director.

MASSACHUSETTS—

New England Intercollegiate Tournament—April.

Dartmouth Tournament—May.

Massachusetts Institute of Technology Meet—April.

MICHIGAN—

Michigan State College Tournament—Feb. 15.

Michigan State Extempore Speaking, Kalamazoo College—Jan. 10.

Michigan State Discussion Meet, Albion College — Nov. 23.

Michigan State Oratorical, Western Michigan College of Education—March 7 (50th contest).

Peace Oratorical, Michigan State Normal College—Feb. 19.

Interpretative Reading Meet at Central College of Education—May 2.

Junior Debate Tournament, Michigan State College—April 19.

MINNESOTA—

Red River Valley Tournament—Feb.

College of St. Thomas Tournament—March.

MISSISSIPPI—

Millsap College Tournament—Dec. 6-7.

MISSOURI—

University of Missouri Conference for High Schools —Dec. 13-14, 1946.

Mid-West Forensic Tournament, Kirksville Teachers.

NEBRASKA—

Nebraska Intercollegiate Forensic Association—Feb. 28-March 1.

University of Nebraska Tournament — Feb. 28-March 1.

Kearney State Teachers Tournament—Dec. 13-14.

NEW YORK—

West Point National Tournament—April or May.

NORTH CAROLINA—

15th Annual South Atlantic Tournament, Lenoir Rhyne, Hickory, N. C., Albert Keiser, Director — March 6-8, 1947.

OHIO—

COLLEGES

Ohio Women's Debate Conference, Capitol University, Columbus—Dec. 6-7.

Ohio Men's Debate Conference, Capitol University, Columbus—March.

Ohio Men's Oratory and Extempe—March.

Ohio Women's Oratory and Extempe—March.

College Freshmen's Contests—May.

Denison University Invitational Tournament—Nov. Director, Lionel Crocker.

Kent State University Invitational Tournament — Feb. 15, 1947. Director, J. N. Holm.

HIGH SCHOOLS

Western Ohio NFL District.

Eastern Ohio NFL District—March 20-21.

State League, District contests—March 12-13.

Ohio State Finals, Ohio University, Columbus.

Church Federation, Prince of Peace Declamation Locals, before Nov. 11, Districts and State Final.

Delaware, Ohio—Dec. 7.

Columbus North H. S.—Jan. 11.

Lima South H. S.—Feb. 15.

OKLAHOMA—

East Central Invitational Tournament, Ada, Okla.—Dec. 5-6-7. D. J. Nabor, Director.

Savage Forensic Tournament, Durant, Okla.—Feb. 28-March 1. Tom Houston, Director.

OREGON—

Linfield High School Tournament—Feb. 21-22.

Linfield College Tournament—Feb. 28-March 1. R. D. Mahaffey, Director.

PENNSYLVANIA—

Ben Franklin Invitational Tournament for High Schools, University of Pennsylvania—May.

SOUTH DAKOTA—

South Dakota H. S. Speech Conference—Black Hills Student Congress—Nov. 16.

TENNESSEE—

Tennessee Intercollegiate—Jan. or Feb.

TEXAS—

Texas State Intercollegiate.

Trinity University Invitational Meet—Dec.

University of Texas Invitational Debate Tournament —Dec. 12-14.

HIGH SCHOOLS

University of Texas Institute for High Schools—Dec. 12-14.

VIRGINIA—

Grand National Tournament, Mary Washington College, Fredericksburg—April 3-5, 1947.

WASHINGTON—

Gonzaga University Tournament—Dec.

College of Puget Sound—Pacific Northwest Practice Tournament—Dec. 16.

College of Puget Sound—Tyro Tournament—March 14-15, 1947.

HIGH SCHOOLS

Lewis and Clark, Spokane—Pre-Season Local Tournament, Spokane Region—Oct. 26, 1946.

14th Washington State H. S. Tournament, College of Puget Sound—Feb. 14-15.

WISCONSIN—

Third Annual Debate Tournament for High Schools, Eau Claire State Teachers College—Jan. 11.

Third Annual College Speech Tournament, Eau Claire State Teachers College—Feb. 21-22.

ORGANIZATIONAL

Pi Kappa Delta National, Bowling Green State University, Ohio—April 6-11, 1947.

National Forensic League Speech Contests, probably May, at Evanston, Ill.

DISCUSSION—DEBATE—DICHOTOMY OR CONTINUUM

Continued from Page 241

for the various activity units on the continuum. But above all, our program should be directed toward an ultimate discussion of the topics in the presence of typical American audiences. It is possible that, minimizing the dichotomous character of discussion-debate, we might put into practice our theory of the continuum.

CORRECTION

The *Debater's Magazine* regrets that a mistake was made in numbering the September number of this volume. It should have read No. 3, instead of No. 2.

ANSWER

Lack of space prevents an answer to Mr. Musgrave's article on "Some Questions on Judging" until the February-March issue—The Editor. The Book Review Department is also postponed until next issue.

In answering advertisements, please mention that you saw it in *The Debater's Magazine*. It helps all concerned.

SCHOOLS IN THE BLACK HILLS OF SOUTH DAKOTA ORGANIZE NEW SPEECH CONFERENCE

Seven schools became charter members of the Black Hills Speech conference which was organized in October. Member schools are Philip, Wall, Rapid City, Custer, Newell, Sturgis and Lead. Other schools that are eligible for membership include, Deadwood, Spearfish, Belle Fourche, Edgemont and Hot Springs. Officers of the conference are: President, Norman E. Nordby, of Rapid City; Vice President, Miss Alice Brassfield, of Sturgis; Secretary, O. W. Kolberg, of Lead.

Tournaments will be held at the following times and places: Rapid City, December 10; Lead, January 11; Sturgis, February 8; Custer, February 15 and at Rapid City on March 1. The plan is to determine the winners in each of four types of speaking, namely: advanced debate teams, novice debate teams, original oratory and extemporaneous speaking. The effect of the new organization is to restore high school speech to its pre-war quantity and quality in this section of western South Dakota.

PI KAPPA DELTA

Miss Nelda Kurtz, former coach at Simpson College, Iowa, has joined the Speech staff at Linfield College, Oregon, and is helping Prof. Mahaffey with his heavy program in drama and forensics.

Prof. Waldo Bradon, who was director of forensics at Iowa Wesleyan, has gone to Louisiana State University at Baton Rouge. We wonder if he is following Dallas C. Dickey at Louisiana. Prof. Dickey has taken up work in Speech at the University of Florida. Prof. Bradon has an article in the last number of the *Forensic* on his sister's famous oration—I Don't Want to Marry a G. I.

The debate squad at College of Puget Sound has a new debate room after 15 years of agitation. The college is reviving its speaker's bureau, and the debate squad is entering a year of increased activity with its old coach back from the army and on the campus again. Yvonne Marie Battin, daughter of the coach, Prof. Charles T. Battin, will be on the squad this year as a freshman. She was a state high winner last year, and will be out for debate, oratory and extempore speaking. The chapter began the forensic year with a banquet, attended by several alumni and addressed by one of thm, who had attended two Pi Kappa National conventions.

Dr. J. Dale Welsh has resigned his place at Coe College, Cedar Rapids, Iowa to take up work at Mississippi State College for Women, at Columbus.

News Notes and Personals

GENERAL NEWS NOTES

The University of Missouri is holding its second annual Speech Correction Conference at Columbia, Mo., Nov. 1 and 2, 1946. The state board of health and the Service for Crippled Children in Missouri are cooperating.

The Ohio Association of Secondary Teachers of Speech and the Association of College Teachers of Speech held a Joint Conference at the Ohio State University, Columbus, Ohio Oct. 11 and 12. Sections for Drama, Public Address, Radio, and Speech Education were held along with a General session, and a debate judges clinic. L. C. Staats of Ohio University, Athens, was chairman of the panel on "The Judging of Debates." Participants were: W. Roy Diem, Ohio Wesleyan; James N. Holm, Kent State University; Charles R. Layton, Muskingum College; J. Garber Drushal, College of Wooster; Lionel Crocker, Denison University, and John W. Black, Kenyon College.

Captain Lipsky of West Point has been succeeded as debate coach there by Major Lawrence J. Legere and Captain Ralph M. Scott. See elsewhere in this number for the map and plans of their proposed National Debate Tournament.

The publication in our last number of the picture and write-up of Charles H. Woolbert brings out the fact that his mother is still living and celebrated her 90th birthday October 28 last. She lives at 121 W. Van Buren St., Ottawa, Ill., and is now addressed as Mrs. L. W. Brewer. Mrs. Gertrude Woolbert, of 750 17th Ave. N., St. Petersburg 4, Florida, kindly sent this information with a letter of appreciation of the article about her husband in the last number of this magazine.

Prof. Hale Aarnes of Stephens College, Columbia, Missouri, staged a Conference on Radio, planned to become National in scope, on October 28-30 at Stephens College. He planned to have about 18 or 20 leading radio teachers of the colleges on the program.

Mr. Dwayne Orton, Educational Director for the International Business Machines Corporation, made a trip to the Westcoast recently. Orton was formerly president of the Stockton Junior College. While west he attended the Redlands-Pomona football tussle as an interested spectator, Redlands being his alma mater.

Capt. William R. Parker, of the U. S. Army, member of the Oregon State College Speech Faculty last year, has joined the Speech staff at the University of Redlands. He was recently elected a member of the chapter of Pi Kappa Delta, at Redlands—California Alpha.

Lucy Lawson has returned to her position as debate coach at San Jose Teacher's College, Calif., from war work.

Prof. Malalieu Wilson of Northwest Nazarene College dropped in on the Southern California Tournament at Compton Junior College Friday, Nov. 15, while on a business trip to Southern California and helped judge some of the practice contests. Mr. Wilson is coach of debate at the Idaho College, as well as Professor of Speech charged with some administrative duties. The Tournament officials, always lacking in enough judges, were pleased to have his help.

George L. Ford (Lonnie Ford in his debating days) is the new coach at Los Angeles Pacific College, 5732 Ebey Ave., L. A. Lonnie debated for Los Angeles Pacific several years ago—in the good old pre-war days. He succeeded Rowan Lunsford, who is now at Lynwood High School, near Compton.

TAU KAPPA ALPHA NEWS

Mr. J. T. Daniel of the University of Denver has been appointed debate coach at the University of Alabama this year. A full program of debating is planned and Alabama will move toward the prewar status as rapidly as possible.

Prof. Lionel Crocker, Secretary of Tau Kappa Alpha, and Professor of Speech at Denison University (Ohio) has a new book out on Oral Reading with Lewis Eich as co-author, publisher Prentice-Hall, Inc., of New York.

Prof. Herbert Rahe of Willamette University, made an extensive trip through the East this summer, and spent some time vacationing in Indianapolis, Ind.

W. Charles Redding has left the University of Washington Graduate school to join the staff at the University of Southern California as Professor of Public Address. He is assisting Dr. Alan Nichols with the debate squad.

DELTA SIGMA RHO

Professor Delbert G. Lean of the Department of Speech at the College of Wooster, Ohio, retired in June after 38 years of service at the college and in the community. Professor Lean was honored by the Delta Sigma Rho chapter with a banquet in March and about 100 persons attended. He was honored again at the college alumni banquet in June.

The Delta Sigma Rho Congress will be held April 10-11 at the Congress Hotel, Chicago, Ill. Prof. Glen E. Mills is in charge of the local arrangements, and Professors LeRoy T. Laase, Bower Aly and A. Craig Baird are working on the problems of organization and preparation for the legislative sessions.

Clarence A. Peters, formerly on the staff of Town Hall, New York, is secretary of Republican Open Forums, Washington, D. C. Harold E. Staasen is chairman of the Advisory Committee

Fred S. Robie, Captain in the Field Artillery, is now a member of the Speech staff at the University of West Virginia.

Dr. William M. Statler, director of forensics at Oklahoma University has returned to academic work from the Navy, where he served in Communications in the Pacific during the war.

Dr. Bower Aly has been granted a year's leave of absence from the University of Missouri to take charge of the Department of English at the University of Hawaii. He plans to organize instruction in public speaking and establish a forensic program there.

Albion College, Mich., is playing host to the State Intercollegiate Discussion festival Nov. 23.

Colorado University is holding a number of debate clinics in the high schools of the state this fall.

At Iowa University the Student Forum of the Air was resumed Oct. 17.

After a lapse of ten years, the University of Pennsylvania Chapter of Delta Sigma Rho has been reorganized and has taken a leading part in promoting student debate activities at the university. Prof. Sculley Bradley is the Chapter sponsor.

George M. Dell, former debater at University of Southern California, has been chosen Secretary of the West Point Debating Society.

Seymour Vinocur, former U. S. C. debater, has returned from the military service of helping police Korea to become debate coach at the University of Nevada.

Eph Konigsburg, leader and manager of the S. C. debate squad is now associated with the Hollywood Trophy Co. and is assisting that company in an attempt to prepare and sell trophies to the high schools and colleges that will carry some insignia identifying it with the college offering the trophies. This personalized or institutionalized trophy idea sounds good and is likely to be popular with institutions holding tournaments and annual speech tournaments.

PHI RHO PI

Paul Smith, of the U. S. Marines, returned to his post at Redlands High School only to leave it to accept the job as debate coach and speech contests director at Pasadena Junior College. He succeeds Mrs. Irene S. Peters. Pasadena Junior College was the only junior college in Southern California to maintain its forensic contests during the world war.

The 27th annual meeting of the American Association of Junior Colleges will be held February 19-22, 1947 at the Hotel Jefferson, St. Louis, Missouri.

Bakersfield J. C. and Compton J. C. are out for debate and speech contests this year. Leonard McKaig is coaching Bakersfield.

The new coach at Long Beach City College is C. Grant Burton. Mr. Burton is planning to bring Long Beach back strong as in the pre-war days and has already revived the Phi Rho Pi chapter there.

Compton J. C. proved to be a first class host for the California Tournament Association Practice Meet Nov. 15-16. Practically all the Southern California Colleges and Junior Colleges that are debating this season attended the meet. Albert Lovelady, coach at Compton, was host and had the meet well organized.

Bakersfield J. C. was back in competition at the Compton Tournament after being out during the war years. Coach Leonard McKaig says it's a grand feeling to get back in the running after being away so long.

NATIONAL FORENSIC LEAGUE NOTES

The Southern California high schools that debate each other in the SCDL have organized a series of Radio programs for the coming season which will run from Oct. 2 each week till Jan. 22. Among the subjects to be discussed are: Is America Disarming too fast; Can Strikes be eliminated?; Interpretation of the November election; Should the Colleges set the high schools free?; Are we overemphasizing Interscholastic competition?

Albert L. O'Connor, Jr., Director of Forensics at Monessen High School, Pennsylvania, and District Chairman of the NFL in Pennsylvania, was chosen Editor of the *Rostrum* of the National Forensic League in the National Election of the order held last spring. Mr. O'Connor, not yet thirty years of age, brings youth enthusiasm, ambition, and a surprising amount of experience to his new job. Last year he instituted a mimeograph publication for his district called the Pennsylvania Gavel. Already since leaving his debate career at St. Francis College and the University of Pittsburgh, he has coached debate at Beaverdale High School, been Principal of Blacklick Township High School, Director of Debate at Monassen High School, and District Chairman of the NFL District in Pennsylvania. He began his duties on the *Rostrum* with the Sept. 1946 issue.

The National Election of the NFL resulted in keeping Congressman Karl E. Mundt at the head of the organization as President. The National Directors elected were: T. C. Bond, C. M. Schindler, J. Edmund Mayer, Mr. Bond being the highest vote getter on the board was declared Vice-President. Bruno E. Jacob was re-elected to the office of Secretary. The Directors for the two-year terms chosen were Supt. L. J. Smith, of Massillon, Ohio, and Principal R. B. Miller, of Clark School, Hammond, Indiana.

The latest diamond key awards of the order went to Carolyn Binkley of East High and Cohn High Schools, Nashville, Tenn., and Sister Constantine of St. John's High School, Milwaukee, Wis.

Florida has been given a new district in the national organization by the Executive Council. One or two more chapters in Northern California will warrant di-

viding the California-Arizona District into Northern and Southern California districts. This will follow the present NUEA division of California, the dividing line being the northern boundary of Kern County extended to run across the state east and west. South of this line the University of Redlands holds the tournament annually, and north of it the College of Pacific holds the annual tournament. The first three winners in speech events, and the two debate teams in the finals meet annually at Bakersfield or Fresno to decide the state winners.

The National Council has consolidated the two Illinois districts into one, and has detached Chippewa Falls, Eau Claire, New Richmond, Grantsburg, and Medford from the Wisconsin district and added them to the Southern Minnesota district. Seventeen new chapters have been added and 33 chapters have been dropped because of inactivity. The NFL has an interesting classification of its chapters. It is: Honor Roll, numbering 91; Commendable Mention, numbering 91; Average Attainment, numbering 91; Sub-normal Enrollment, 98; Inactive, 49; Dropped, 33; New Chapters, 17. The order has 60 vacancies to be filled before it is back to the pre-war membership of 500 selected high schools.

The high schools of the Southern California Debate League are carrying on a series of weekly radio programs this season under the leadership of Prof. J. Edmund Mayer of Alhambra, in addition to their heavy program of tournaments and speech contest events. The subjects chosen have been of general interest and have occasioned study and research on the part of the speakers. The high schools have been taking turns in appearing before the microphone at KXLA on Saturday evenings at 6 P. M.

A second series has recently been arranged through the office of Mr. Glenn N. Gardiner, radio coordinator of the Los Angeles City Schools. This series is broadcast over KGER on Monday evenings at 8:05 P. M. and is called "Junior Debates It." Regular debate technique is used on this program. The program is recorded on the Thursday evenings before and a critic judge sums up the debate.

The November number of the *Rostrum* adds Miss Helen Hall, of Passaic, New Jersey and Thomas D. Reed of Hammond High School, Indiana, to the diamond key coach list which now numbers 20. C. M. Schindler achieved his second diamond just as he left high school coaching for administrative work at Canton as Director for Kent State University and Assistant Professor of Speech.

Most of the NFL districts hold annual congresses, and the rules for these events are issued in the November *Rostrum*. Plans are also being made for the National Speech Events next spring. There will be no NFL nationwide debate meet but most of the states are planning statewide meets.

The annual meeting of the N.U.E.A. High School debate Question Committee will be held in connection with the convention of the Speech Association of America at the Hotel Sherman, Chicago, Ill., Dec. 30-31. All coaches and directors present are urged to attend the meeting, and help in selecting the 1947 debate proposition.

The *Rostrum* writes up a Baker's dozen of prominent freshman students for 1946, an unusual procedure as the seniors usually monopolize the space and the special honors.

PI KAPPA DELTA NOTES

Miss Mordella Dahl, for several years director of forensics at St. Olaf College, Northfield, Minn., has resigned her position to take up the study of law at the University of Wisconsin. Dr. Theodore Nelson, a member of the Gustavus Adolphus chapter in his undergraduate days, is the new coach at St. Olaf.

Carl O. Dallinger, coach of debate at Park College, has changed to Iowa Lambda, University of Dubuque, Iowa. We are not yet able to give the name of his successor at Park.

D. J. Nabor of East Central State at Ada, Oklahoma is expanding the Speech work at that institution and Miss Dorothy Summers has been added to the Speech faculty.

Prof. Robertson Strawn, who has been at Kearney State Teachers of Nebraska for some time, goes this year to Kansas State at Pittsburg, Kansas. J. R. Pelsma, pilot of debate at Pittsburg, has received added duties in English.

R. D. Mahaffey, who taught summer session at Louisiana State University, has been extremely busy this fall lining up the big Westcoast Debate tournaments (High school and College) for the Thanksgiving week meeting of the Western Association of Teachers of Speech at San Francisco. The debate meets finally were assigned to San Jose for Nov. 25, 26, and 27. The Association will meet at Hotel Whitcomb, San Francisco, on Thanksgiving day.

Lloyd Pierce, who was coach at Carson-Newman last year has transferred to the University of Richmond, Virginia.

Harold M. Jordan, Professor of Speech at Sioux Falls College, spent six weeks in research this summer visiting the Library of Congress, and the libraries of Columbia and Harvard Universities. Fine place to work, that Library of Congress. The editor of this magazine spent about a month working there on handbooks this summer. Missed seeing Mr. Jordan, however.

Our old friend and former President of Pi Kappa Delta, George McCarty has finally broken away from South Dakota State at Brookings, S. D., and has gone to the Indiana State Teachers College at Terre Haute, Ind. He had been 25 years at Brookings. He says he will miss his Pi Kappa Delta chapter. Why not organize one at Terre Haute, George? They won the Manchester Tournament last year and have an excellent debate record, those Indiana Teachers.

WESTERN SPEECH

OFFICIAL PUBLICATION OF THE WESTERN ASSOCIATION OF TEACHERS OF SPEECH
INFORMATIVE SPEECH ARTICLES

★ ★ ★

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